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ABSTRACT

CONTENTS INCLUDE 108 ABSTRACTS WITH DESCRIPTIVE TERMS WHICH CONSIDER PROGRAM DESCRIPTIONS, CURRICULUM INFORMATION, AND RESEARCH REPORTS ON PRESCHOOL AND EARLY CHILDHOOD EDUCATION AND HANDICAPPED CHILDREN. INFORMATION IS PROVIDED ON HOW TO USE THE MATERIAL AND HOW TO OBTAIN EITHER THE ENTIRE DOCUMENT OR SPECIFIC ITEMS WITHIN IT. AN AUTHOR AND SUBJECT INDEX IS ALSO PRESENTED. (JM)

ED036024

EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES

PRESCHOOL AND EARLY CHILDHOOD EDUCATION

November 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The Council for Exceptional Children
1499 Jefferson Davis Highway, Suite 900
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PRESCHOOL AND EARLY CHILDHOOD EDUCATION

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478 - 547	2.00		

ABSTRACTS

ABSTRACT 1

EC 000 007 ED 010 718
Publ. DateNov 65 62p.
State Plan for Special Education.
Texas Education Agency, Ausin
EDRSmf,hc

Descriptors: exceptional child education; aministration; program planning; state programs; state laws; state standards; program development; program administration; psychological evaluation; teacher certification; speech therapy; mentally handicapped; blind; physically handicapped; homebound children; preschool programs; deaf; deaf blind; emotionally disturbed; partially sighted; hositalized children; hard of hearing; minimally brain injured; educable mentally handicapped; trainable mentally handicapped; textbooks; transportation; hearing therapy; Texas

Information for the initiation, organization, and operaion of special education programs in Texas is included in this bulletin. Programs described are for the blind, partially sighted, physically handicapped, homebound or hospitalized, minimally brain injured, deaf and severely hard of hearing, educable mentally handicapped, trainable mentally handicapped, speech and hearing therapy, emotionally disturbed children, preschool deaf children, and deaf-blind or non-speaking blind children. In addition to program descriptions, information is given about local planning, psychological reporting, textbooks, teacher certification, and transportation. (CG)

ABSTRACT 2

EC 000 087 ED 011 711
Publ. Date 64
Lowenfeld, Berthold
Our Blind Children, Growing and Learning with Them.
EDRS not available

Descriptors: exceptional child education; visually handicapped; family (sociological unit); children; child rearing; social development; blind; parent attitudes; nursery schools; kindergarten; elementary grades; residential schools; instructional materials; adolescents; parent responsibility; student placement; infants; children

Written as an aid to parents, this book presents facts on blindness and practical information on the rearing of blind children from infancy through adolescence. Information is given about teaching blind children skills and habits related to eating, toilet training, sleeping, dressing, walking, talking, and playing. Schooling and related questions of readiness, placement, and special materials and methods are discussed. Concerns of the blind adolescent are presented. Questions often asked by parents of blind children are answered in a separate chapter. The appendix lists 34 books and pamphlets about children and blind children, three periodicals and seven organizations concerned with the blind, and sources of information about educational facilities for the blind. This book is available from Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, for $7.00. (MY)

ABSTRACT 3

EC 000 106 ED 012 120
Publ. Date 64 78p.
Savitz, Roberta A.
Vision Screening of the Preschool Child.
Children's Bur., Welfare Dept., Washington, D. C.
Harvard Sch. Of Pub. Health, Boston, Massachusetts
EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; tests; vision; vision tests; preschool children; screening tests; testing; preschool tests; handicap detection; visual discrimination; Osterberg Chart; Allen Picture Cards; American Optical Kindergarten Chart; Stycar Vision Test

Using a sample of 94 children (31 to 54 months old), this study compared eight vision screening procedures for young children in the ability to test for several visual functions and preference among them by children. The subjects were originally tested using the eight screening tests, and 6 months later 40 of the children were retested for changes in visual acuity and eye dominance during the interim period. Results indicated that the relative screening ability of the procedures was undetermined for the visual functions of visual acuity, muscle balance, and color preference due to nontestability of significant numbers of the subjects. The results indicated that eye dominance could be established. The conclusion suggests that preschool children 30 months of age and over can be screened, although 50 percent may be nonstable. A bibliography of 120 items is included. (KH)

ABSTRACT 4

EC 000 300 ED 011 730
Publ. Date 66
Fellendorf, George W., Ed.
Bibliography on Deafness, a Selected Index.
Alexander Graham Bell Assn. For The Deaf, Inc., Washington, D. C.
American Annals Of The Deaf, 1966.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; bibliographies; deaf; hard of hearing; aphasia; arithmetic; audiology; auditory training; deaf blind; day schools; hearing aids; language; manual communication; multiply handicapped; music; art; parents; preschool children; psychology; reading; religion; science education; social studies; speech; lipreading; teacher education; instructional materials; vocational education; vocational rehabilitation; American Annals of the Deaf; District of Columbia; Volta Review

Approximately 3,200 references are listed by author and grouped according to subject. All references are articles from The Volta Review, 1899 to 1965, or The American Annals of the Deaf, 1847 to 1965. An author index is included. This document is available from the Alexander Graham Bell Association for the Deaf, Inc., the Volta Bureau, Washington, D.C., for $3.50 (paperback) and $10.00 (cloth). (HK)

ABSTRACT 5

EC 000 309 ED 015 568
Publ. Date 63
Harris, Grace M.
Language for the Preschool Deaf Child.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; language; preschool children; deaf; teaching guides; language development; language instruction; responsibility; learning activities; lesson plans; lipreading; parent child relationship; parent education; parent responsibility; reading readiness; records (forms); sensory experience; nursery schools; auditory training; children; community; speech instruction; adjustment (to environment)

Written for both parents and teachers, this book presents concrete suggestions regarding the adjustment of the deaf child and his family to the community in which they live. Speech, speech reading, auditory training, reading readiness, and other developmental activities are discussed in relation to language development. Fundamental language training and activities for language development are described. There are 115 specific lesson plans covering the above categories. The last section presents information for organizing a nursery school for hearing-impaired children. The physical facilities, staff, equipment, supplies, teaching materials, and record forms are described. A bibliography of 223 references is included. This document was published by Grune and Stratton, 381 Park Avenue South, New York, New York 10016, and is available for $7.25. (EB)

ABSTRACT 6

EC 000 351 ED 013 511
Publ. Date 30 Mar 65 102p.
AAIB National Conference on Pre-School Services for Visually Handicapped Children and Their Families (St. Louis, Missouri, March 28-30, 1965).

American Assn. Of Instr. Of The Blind, Missouri
EDRS mf,hc

Descriptors: exceptional child services; visually handicapped; preschool children; children; community resources; evaluation; emotional development; identification; clinical diagnosis; parent counseling; child development; conference reports; medical evaluation; referral; community services; student placement; health services; Childrens Bureau

These 11 papers were presented at the American Association of Instructors of the Blind National Conference on Preschool Services for Visually Handicapped Children and their Families. Physicians, social workers, educators, and representatives of community services participated in the conference held March 28-30, 1965. In the keynote address, Elizabeth Maloney spoke on What are We Doing and What Can We Do For Visually Handicapped Preschool Children. Other papers presented were (1) Methods Used in Defining Blind Children in Greater Cleveland by Patricia Stone, (2) Identification and Evaluation of Infants and Children with Visual Defects--The Role of the Pediatrician by Gordon Bloomberg, (3) The Identification, Diagnosis and Evaluation of Eye Diseases by Phillip Shahan, (4) Identification, Diagnosis and Evaluation by Robert McQuie, (5) Counseling with Parents of Blind Children--A Social Worker's Point of View by Marie Morrison, (6) Some Thoughts on the Emotional Development of Preschool Children by Thomas Brugger, (7) Children's Bureau Health Services for Children with Visual Handicaps by Alice Chenoweth, (8) Referral to and Use of Community Resources by Roy Davidson, (9) What Affects Blind Children's Development by Miriam Norris, and (10) Liaison with and Reporting to Schools by Randall Harley. (MY)

ABSTRACT 7

EC 000 970 ED 016 328
22p.

Treganza, Amorita And Others
Vision Screening Programs, Pre-School and School Age.
San Diego Co. Optometric Soc., California Sch. Vision Comm.
EDRS mf,hc

Descriptors: exceptional child education; tests; visually handicapped; vision tests; screening tests; identification; adolescents; children; identification tests; preschool children; questionnaires; records (forms); testing programs; San Diego County

Vision problems can be detected in preschool and school age children by the use of the appropriate tests outlined in this booklet. These tests are designed to be administered in part by lay personnel under the direction of an optometric consultant. The entire program consists of the completion of a developmental questionnaire by the parents, an examination of the external appearance of the eyes, and the following tests--identification, plus lens test, motilities, eye alignment, prism test for binocular awareness, peripheral orientation (preschool only), fixations (school age), focusing ability (school age), gross retinoscopy at distance, ophthalmoscopy, Stereo Fly (school age), Brock String (school age), and perceptual copy and incomplete copy forms (school age). The administration procedure and grading criteria for each test are described, and the necessary test materials for both the preschool and the school age programs are listed. An appendix includes suggested forms, such as the developmental questionnaire (in English and Spanish), the teacher's observation report form, the preschool and school age vision screening record, a vision screening referral form, parent authorization, and the eye examiner's report to the school. It is recommended that all preschool children 3 years and over, all children in the first three grades, and all those in the lower one-third of their classes in the remaining grades be screened for vision problems. Ideally, all children would be screened. (CG)

ABSTRACT 8

EC 001 390 ED 016 341
Publ. Date Jan 67 25p.
Molitor, M. Graham
A Curriculum for the Pre-School Child.
Southern Wisconsin Colony Sch. Dept., Union Grove
Wisconsin Dept. Pub. Welfare, Madison, Div, Ment. Hygiene
EDRS mf,hc

Descriptors: exceptional child education; curriculum; mentally handicapped; preschool children; educable mentally handicapped; trainable mentally handicapped; institutional schools; institutionalized (persons); preschool curriculum; preschool programs; curriculum guides; residential schools; residential programs; Southern Wisconsin Colony and Training School

Planned to provide stimulation and experiences similar to those which a mother might provide at home, the preschool program of the Southern Wisconsin Colony and Training School serves the mentally handicapped. Experiences provide opportunities for indulgence of curiosity and imagination, comfortable competition with self and others, recognition and attention as an individual, participation to foster growth in individual capacities, and social participation. Experiences are outlined in four major areas--(1) self care, (2) body usage, (3) basic knowledge, and (4) self expression. Teaching suggestions are presented for each area. The bibliography lists 10 items. (DF)

ABSTRACT 9

EC 001 519 ED 016 343
Publ. Date 67
Griffiths, Ciwa
Conquering Childhood Deafness, a New Technique for Overcoming Hearing Problems in Infants and Children.
EDRS not available

Descriptors: exceptional child research; preschool children; aurally handicapped; teaching methods; deaf; children; infants; hearing aids; aural stimuli; auditory training; auditory evaluation; auditory tests; HEAR Foundation; Hearing Education Through Auditory Research Foundation

A technique for overcoming hearing problems in infants and children is described in this book which also reports on 10 years of HEAR (Hearing Education through Auditory Research) Foundation achievements. Any child is eligible for audiometric evaluation and/or therapy at the Foundation, which routinely fits children with binaural aids. Explanations are given for auditory procedures, techniques for auditory training and screening of infants, and the fitting of the binaural aids--two separate units with microphones, power controls, and receivers. The HEAR training unit 1a, which can supply an amount of sound equivalent to the amount of loss in any frequency range, is described. The importance of the early use of amplified sound is stressed. A study of 42 infants, from age 30 days to 33 weeks, who were fitted with binaural aids as soon as a hearing loss was discovered, is reported. Aids were worn all day and therapy ranged fron 6 weeks to more than 1 year. Of the infants, 74 percent became normally responsive. Theories for the change in hearing level are presented. All 42 infant case studies are briefly discussed. The appendixes include photographs of hard of hearing children, a description of the Hearometer used for screening, and tables containing details of the infant study. This document is available from Exposition Press, Inc., 386 Park Avenue South, New York, New York 10016 for $5.00. (GD)

ABSTRACT 10

EC 001 766 ED 016 346
Publ. Date 59
Dittmann, Laura L.
The Mentally Retarded Child at Home, a Manual for Parents.
Children's Bur., Welfare Admin., Washington, D. C.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; self care skills; child development; child rearing; early childhood; adolescents; childhood needs; parents; parent role; parent child relationship; education; recreation; recreational activities; skill development; family relationship; health; learning activities; personal adjustment; student adjustment; toys

This manual is devoted chiefly to the management of young retarded children and concentrates on day-to-day activities--physical health, mental health, need for love and affection, sibling understanding, and training in self help and other skills. Early characteristics and needs are discussed. The following skills are treated--feeding, drinking, bathing, walking, behavior, toilet training, dressing, cleanliness and manners,

discipline, speech, play, and group experiences. Problems of school entrance and adjustment to adolescence are considered. A list of suggested toys, equipment, and activities for home play is included. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.35. (DF)

ABSTRACT 11

EC 001 527 ED 013 118
Publ. Date Mar 67 59p.
Beery, Keith E.
Preschool Prediction and Prevention of Learning Disabilities.
San Rafael City Schools, California
Marin Co. Supt. Sch. Off., San Rafael, California
OEG-4-7-008742-2031, OEG-7- 068743-1507
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; tests; identification; preschool children; children; prediction; predictive measurement; prevention; auditory tests; task performance; prognostic tests; psychological tests; screening tests; longitudinal studies; language tests; psycholinguistics; Developmental Test of Visual Motor Integration; Illinois Test of Psycholinguistic Abilities; ITPA

The initial screening phase of a 4-year longitudinal study designed to predict and prevent learning disabilities in a general school population is reported. Children (aged 3 1/2 to 5 1/2) of an entire school district were invited to the schools to be screened for evidence of potential learning disability. These children were to be rescreened annually and tested for academic achievement at the conclusion of kindergarten and of first and second grade. Screening involved audiometric, visual, and psychological testing. Teachers administered the following tests to all children--Illinois Test of Psycholinguistic Abilities (ITPA), Developmental Test of Visual-Motor Integration (VMI), Kephart Perceptual-Motor Rating Scale, Peabody Picture Vocabulary Test, and Teacher's Behavioral Rating Scale. The 365 children in the experimental and control groups were assigned by matching sex, chronological age, mean ITPA language age, prekindergarten experience, and profile similarity. Results from the experimental children were forwarded to their future schools and physicians with suggestions for preventative guidance. It was found that boys did as well as girls in both the younger and older groups, which appears to be contrary to the more usual finding that girls are more ready than boys as they approach kindergarten age. Enrollment bias seems to be evidenced in the comparison between the results of older and younger children, as the younger children performed at a higher level, relative to their chronological ages, than did the older children. The test patterns revealed nearly twice as many visual-motor deficits as there were auditory-vocal deficits and almost twice as many association, encoding, and sequencing deficits as there were decoding (reception of information) deficits in both experimental and control groups. Figures and tables present statistical information. Thirty-six references are listed. (TM)

ABSTRACT 12

EC 001 861 ED 016 348
Publ. Date Jun 67 46p.
Ross, Dorothea
The Relationship between Intentional Learning, Incidental Learning and Type of Reward in Preschool Educable Mental Retardates.
Stanford Univ., California
OEG-4-6-068144-1777
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; reinforcement; learning; preschool children; educable mentally handicapped; children; classroom research; incidental learning; games; childrens games; positive reinforcement

The purpose of this research was to study the effects of different rewards for intentional learning on incidental learning acquired by preschool educable mental retardates in a game situation. An adult experimenter taught each retardate to play motor, social and problem-solving games (intentional learning). A second adult served as a player and exhibited mannerisms (incidental learning) while playing. To emphasize the rules, this player made errors and was corrected by the experimenter. The players either were given tangible, symbolic, or social rewards, or were not rewarded. They received only one type of reward in any one game. It was hypothesized that the highest intentional and lowest incidental scores would result from tangible rewards. The best intentional-incidental score combination would result from social and symbolic rewards. The highest incidental scores would occur in the no-reward condition. The following results were obtained. In experiment one intentional learning did not vary as a function of type of reward. Success in the game appeared to be a more powerful reinforcer than the rewards offered by the experimenter (the retardate typically experiences social play deprivation and failure in game situations). In experiment two all retardates were accustomed to success in game situations. The highest intentional scores resulted from tangible rewards, the highest incidental scores occurred in the no-reward condition. The incidental scores in the tangible and social reward conditions did not differ. Both tangible and social rewards were associated with a satisfactory intentional-incidental score combination. Descriptions of the games are presented in the appendix. A reference list includes 32 items. (AA)

ABSTRACT 13

EC 000 643 ED N.A.
Publ. Date Mar 66
Simmons, Audrey Ann
Language Growth for the Pre-Nursery Deaf Child.
Central Inst. For The Deaf, St. Louis, Missouri, Aural Rehab. Dept.
Volta Review, Volume 68, 1966.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; language; preschool children; language instruction; parent role; preschool learning; case studies (education); teaching methods; parent participation; parent responsibility

Language growth in a deaf child can occur during the pre-nursery period if proper and sufficient stimulation occurs in the home. Language comprehension precedes expression. Language developpnent is achieved through several stages--(1) periods of exposure to speech, (2) awareness of speech of others, (3) simple responses to speech with some lip movement mimicry, and (4) comprehension. Although the first stage may prove frustrating to the parents because of the lack of responsiveness of the child, it is critical. Attention should be given to concept formation, the use of function words, and the use of auxiliaries to denote past, present, and future. A case history illustrates the stages of language development. This article was published in The Volta Review, Volume 68, Number 3, pages 201-205, March 1966. (HK)

ABSTRACT 14

EC 000 636 ED N.A.
Publ. Date Feb 66
Duffy, John K.
Initial Teaching Alphabet and the Hearing Impaired Child.
Brooklyn College Of City Of New York, New York, Division Of Speech Pathology And Audiology, Dept. Of Speech
Volta Review, Volume 68, 1966.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; children; hard of hearing; reading instruction; language instruction; speech instruction; initial teaching alphabet; alphabets; language development; deaf; preschool children; instructional materials

The Initial Teaching Alphabet (ITA) is recommended for use with young deaf children because it is a simple, logical, and carefully structured method associating only one sound with each symbol. The ITA enables an interchange of auditory perception and spoken language with visual perception. Each reinforces the other. Reading, writing, speaking, and language will develop simultaneously. ITA materials can be adapted to techniques of individual teachers. Early diagnosis (ideally before age 1), adequate language stimulation, and intensive formal language instruction including the ITA (after age 2) will aid speech and language achievement. This article was published in The Volta Review, Volume 68, Number 2, pages 150-153, February 1966. (EB)

ABSTRACT 15

EC 001 246 ED 018 895
Publ. Date 67
Meyen, Edward L., Ed.

Planning Community Services for the Mentally Retarded.
EDRS not available

Descriptors: exceptional child services; mentally handicapped; vocational rehabilitation; community programs; program planning; social work; mental retardation; program administration; community services; social services; clinics; rehabilitation programs; residential care; sheltered workshops; day care services; preschool children; state programs; adolescents; adults; children; social planning; trainable mentally handicapped; educable mentally handicapped; community programs; community planning

Designed as a supplementary text for basic courses on mental retardation, special education administration, vocational rehabilitation, and social work, this collection of 35 readings presents background on the major service areas which are necessary in providing a continuum of care for mentally retarded citizens. The readings are divided into five categories--basic guidelines to planning (seven articles), clinic services (seven articles), rehabilitation services (10 articles, seven of them on sheltered workshops), day care services (five articles), and residential care (six articles). Each area is preceded by a brief introduction from an educational perspective and followed by situation discussion questions. Organized in sections to parallel these five categories, the bibliography includes 127 entries. This document is available from the International Textbook Company, Scranton, Pennsylvania, for $4.95. (DF)

ABSTRACT 16

EC 000 525 ED N.A.
Publ. Date Jun 67
Schools and Classes for Deaf Children under Six. 1967 Edition.
Volta Review, Volume 69, 1967.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; preschool children; multiply handicapped; deaf; hard of hearing; children; aphasia; special schools; special classes; residential centers; day schools; public schools; private schools; mentally handicapped; directories

Listed geographically are 343 schools, classes, and teaching facilities (including 15 in Canada) for aurally handicapped children under 6 years of age. Each listing includes school name, address, school type (public or private, day or residential), and entrance age requirement. Indications are made for facilities which do not admit hard of hearing children, which do admit aphasic children, and which do admit deaf children with mental retardation or other multiple handicaps. This article appeared in The Volta Review, Volume 69, Number 6, pages 400-413, June 1967. (MY)

ABSTRACT 17

EC 001 487 ED 018 900
Publ. Date 66 9p.
Starkweather, Elizabeth K.
Potential Creative Ability and the Preschool Child.
Oklahoma State University, Stillwater
EDRS mf,hc

Descriptors: exceptional child research; gifted; preschool children; creativity; creative thinking; behavior; conformity; curiosity; research needs; measurement; measurement techniques; originality; task performance; motivation; research problems

A study which used a variety of behavioral tasks to study potential creativity in preschool children is presented. The behavioral tasks, especially designed for measurement of young children, are described on the dimensions of psychological freedom, willingness to try difficult tasks, freedom in use of conforming and nonconforming behavior, curiosity, and originality. The paper focuses upon the difficulties in measurement of young children and the need for other instruments, and proposes research about forces related to the development of characteristics of potentially creative children. The possibility that teachers could provide the child with the knowledge and experiences essential for responsible freedom to express creative abilities is explored. Five references are included. This document was published in the proceedings from the First Seminar on Productive Thinking in Education, Macalester College, St. Paul, Minnesota, pages 97-107, January 1966. (CB)

ABSTRACT 18

EC 001 701 ED N.A.
Publ. Date 67
Kugel, Robert B.; Parsons, Mabel H.
Children of Deprivation, Changing the Course of Familial Retardation.
Children's Bur., Welfare Admin., Washington, D. C.
EDRS not available

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); environmental influences; preschool children; educable mentally handicapped; family life education; child development; family health; medical treatment; social opportunities; preschool programs; experimental programs; family environment; interdisciplinary approach; intelligence level; disadvantaged environment; culturally disadvantaged; economically disadvantaged; case studies (education); electroencephalography; etiology; socioeconomic background; interaction

Designed to record the growth and development of preschool familial retarded children and to alter the course of their development by enriching aspects of their lives and improving their homes, this 5-year project used a multidisciplinary approach utilizing pediatricians, dentists, educators, psychologists, speech therapists, social workers, public health nurses, and a home economist. The 16 subjects (aged 3 to 6) had Stanford-Binet IQ scores between 50 and 84, no neurological deficits, one or both parents and at least one sibling regarded as mentally subnormal, and were classified in the lower socioeconomic class. All 16 children and 21 of their 93 siblings attended an experimental nursery school for 1 to 3 years. Intervention consisted of medical and dental care, psychological testing and observation, training of mothers in nutrition and food preparation, and social interaction among mothers through group meetings and sewing classes. Intensive medical diagnoses revealed that children classified as retarded were so partly because of mild encephalopathy, partly because of psychosocial factors, and frequently both. The growth rate of the children (who were 81 percent below the average for North American children in weight and 84 percent below average in height) over the course of the project ranged from 0 to 24.4 percent partly due to increased nutritional intake. Although 32 of the 35 children who attended the experimental school showed some increment in IQ, the greatest gain was found in the group who had normal electroencephalographs (EEG). The group meetings gave the mothers a feeling of belonging and being accepted and were more successful than the sewing classes. The data suggest that intensive work with these preschool children and their families is beneficial. Case studies of several families are included. Tables present data on age, parents' IQ's, changes in children's IQ's, EEG's, family income, housing, child growth rates, nutritional intake, and medical histories. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.35. (JZ)

ABSTRACT 19

EC 002 230 ED 018 058
Publ. Date 31 Jan 68
Kirk, Samuel A.
Special Education for Handicapped Children, First Annual Report of the National Advisory Committee on Handicapped Children.
Office Of Education, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; legislation; national programs; program planning; administration; program administration; program evaluation; program improvement; administrative organization; organization; advisory committees; review (reexamination); government (administrative body); administrative policy; governmental structure; federal government; evaluation; learning disabilities; preschool education; handicapped children; inner city; rural areas; Bureau of Education for the Handicapped; National Advisory Committee on Handicapped Children

In accordance with Title VI of Public Law 89-10, the National Advisory Committee on Handicapped Children must make recommendations to the Commissioner of Education and review the administration and operation of the provisions of the Law administered by him, with respect to handicapped children, including their effect on improving the educational attainment of such children.

The report of the Committee's work includes a summary of its views and recommendations and an explanation of its report. A review of current organization and progress of the Bureau of Education for the Handicapped is provided, along with an organizational chart. Information is included on the Division of Research, the Division of Educational Services (Assistance to States for Education of Handicapped Children and Aid to State Institutions for the Handicapped), and the Division of Training. The Bureau's programs are evaluated, and recommendations are made for their improvement. Special areas needing development are discussed, including (1) special learning disabilities, (2) early preschool education of handicapped children, (3) program development for handicapped children in the inner city areas, and (4) education of handicapped children in rural areas (development of special educational administrative units for sparsely settled areas, of special regional boarding facilities on a short term basis, of transportation systems that will reach handicapped children in remote areas, and of procedures using modern communication techniques for homebound children). Also included in the report are the letters of transmittal, a list of the Committee's members, and the legal definition of handicapped children (Public Law 88-164). (JD)

ABSTRACT 20

EC 001 888 ED 018 912
Publ. Date 67 65p.
Gold, Milton J.
Hunter College Observation Television Center. Catalogue 67.
EDRS mf,hc

Descriptors: exceptional child education; audiovisual instruction; catalogs; kinescope recordings; elementary grades; secondary grades; language arts; early childhood education; foreign language films; mathematics; social studies; health; physical education; sciences; disadvantaged youth; team teaching; reading; testing; educational psychology; aurally handicapped; emotionally disturbed; physically handicapped; speech handicapped; aphasia; blind; minimally brain injured; cerebral palsy; handicapped children; Project English; Project True

The catalog lists and annotates 112 titles of lessons first recorded on videotape and then transferred to film as kinescopes. The lessons are filmed in a specially prepared classroom equipped with remotely controlled cameras and microphones. During recording the class and teacher are alone in the classroom. Kinescopes are included on early childhood education (three), foreign languages (one on junior high school, two on secondary), health and physical education (two on college, two on elementary), listening and speaking (four on elementary), mathematics (six), psychological foundations (three), elementary reading (15), school and community (three), science (two on elementary, three on secondary), and elementary social studies (seven). Films on special education are on aphasia (eight), blind (five), brain impaired (five), cerebral palsied (two), deaf and hard of hearing (five), emotionally disturbed (one), mental retardation (five), physically handicapped (four), and speech and language (two). Special projects on film are empathy projects (three), Project English and Project True (nine), elementary spelling (one), team teaching (three), testing (one on primary, one on elementary), and elementary writing (one). Eighteen lessons are listed as filmed with the disadvantaged. The kinescopes may be rented (some may be purchased) for use in pre-service or inservice teacher education programs by public and private universities, colleges, and secondary and elementary schools. (DF)

ABSTRACT 21

EC 001 665 ED N.A.
Publ. Date Jul 67 57p.
Fargo, George A. And Others
Parents', Teachers', and Clinicians' Estimates of Problem and Non-Problem Behaviors of Preschool Children: An Interdisciplinary Approach to Prevention of Early School Failure. Progress Report Number 2.
Hawaii Univ., Honolulu, Div. Spec. Educ.
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; preschool children; identification; educational diagnosis; tests; psychological tests; behavior problems; behavior rating scales; medical evaluation; child development; culturally disadvantaged; preschool evaluation; teacher evaluation; parent attitudes; social workers; interdisciplinary approach; research projects; prediction; predictive measurement; problem children; testing; socially deviant behavior; Hawaii

Seven teachers in Community Action Program Preschools in Hawaii each designated three children expected to have problems in kindergarten and three not expected to have problems. The 42 children were selected from a population of 140 children whose homes were typical of Hawaii's urban culturally disadvantaged areas. All received psychological and pediatric evaluations and were rated on a behavior scale. Their parents were interviewed by a social worker. Also, tests were administered to the children, including the Stanford-Binet, the Peabody Picture Vocabulary Tests, the Illinois Test of Psycholinguistic Abilities, and the Frostig Developmental Test of Visual Perception. Psychological test scores indicated significant discrimination between the problem and nonproblem groups on the following items--the Stanford-Binet Mental Age and IQ mean scores (.005 level), the Peabody Mental Age and IQ mean score (.005 level), the Illinois Test Total Language Age and seven of its nine area scores (all at .005) and its Motor Encoding Subtest score (.05), and the Frostig Quotient (.005). No significant differences were found concerning chronological age or the Auditory-Vocal Automatic area of the Illinois Test. In analyses of the medical data, the total number of medical followups discriminated significantly (p equals .05) between the two groups, as did the Developmental Quotient worked up by the pediatrician (p equals .005). and nonproblem groups, also discriminated at a high level of significance as used by the teachers, the psychologists, and the pediatricians (all beyond the .001 level), and by the children's parents (p equals .01). Of the 22 children designated as problems by the team, 18 were originally so designated by teacher prediction on the behavior rating scale. Followup studies to compare future development of the children are planned to determine whether early detection followed by educational intervention in kindergarten is effective for the problem group. A bibliography lists six items. An appendix provides the following--the revised behavior rating scale, the conference evaluation form, the request letter to parents, the social worker's parent interview schedule, the case history form from the Children's Hospital, the physical examination blank from the State Department of Health, the conference notification letter, and a sample case summary of conference proceedings. (DT)

ABSTRACT 22

EC 001 677 ED N.A.
Publ. Date 67
Proceedings of International Conference on Oral Education of the Deaf. Volume 2 (Northampton, Massachusetts, June 17-21, 1967; New York, New York, June 22-24, 1967).
Clarke School For The Deaf, Northampton, Mass.
Lexington School For The Deaf, New York, New York
Alexander Graham Bell Assn. For Deaf, Washington, D.C.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; communication (thought transfer); curriculum; language; oral communication; educational programs; multiply handicapped; curriculum development; programed instruction; teaching methods; mathematics; reading; social studies; sciences; national programs; regular class placement; language development; language tests; preschool education; educational trends; parent education; professional education; administration; aphasia; language research; literature; standards

The International Conference on Oral Education of the Deaf was held at Clarke School for the Deaf and Lexington School for the Deaf in June 1967. Its proceedings are published in two volumes. The second volume contains the papers from five plenary sessions and a number of sectional meetings. Elementary and secondary deaf education programs are discussed with reference to teaching the multiply handicapped, cur-

riculum development, programed instruction, and teaching methods and materials. Also treated are (1) the subject areas of mathematics, science, social studies, reading, music, and literature, (2) the integration of deaf children into regular schools, and (3) national program planning. Language achievement, motivation, development and pathology are included, together with lipreading and linguistics, teaching methods, and current research. Early childhood education of the hearing impaired is considered in terms of the benefits derived by parents and infants. The Oral Deaf Adults Panel discusses attitudes and feelings of the deaf and current needs in deaf education. In addition to a section on parent education, the International Parents Organization lists types of information wanted by parents, and their current needs. Research activities in the Children's Bureau and Vocational Rehabilitation Administration are covered, as well as current educational trends, in Japan and the United States. This document is available from The Alexander Graham Bell Association for the Deaf, the Volta Bureau, 1537 35th Street, N.W., Washington, D.C. 20007, within a 2-volume set for $10.00. (JB)

ABSTRACT 23

EC 000 080 ED 017 081
Publ. Date 64
Health of Children of School Age.
Children's Bureau, Welfare Admin., Washington, D.C.
EDRS not available

Descriptors: exceptional child services; clinics; community programs; low income groups; statistical surveys; children; school health services; statistical data; preschool clinics; medical treatment; adolescents; handicapped; screening tests; public health; community health; health facilities; health needs; community health services; rural clinics; preschool children; identification; medical services; child care; physical examinations; hospitalized children

A Health, Education, and Welfare study of school health programs, this report presents statistics on (1) the nation's child population, (2) children in low-income families, (3) illnesses of childhood, (4) school health services, and (5) trends in the provision of health care for children. The report emphasizes the gaps in child health supervision in preschool years and resulting disparity in school readiness, the great crowding of urban well-baby clinics and hospital out-patient departments, the inadequate quantity and quality of medical care for children in many low income families, the need for more effective casefinding methods because of the shortage of physicians, and the special problems of adolescents and the handicapped. Recommendations drawn from the study include (1) extended preschool attention, (2) additional child health clinics in cities and rural areas, (3) new screening methods, (4) use of clinics in teaching hospitals, (5) more care for adolescents, and (6) evaluation of vision and hearing tests for preschool children. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.25. (DF)

ABSTRACT 24

EC 001 517 ED 017 108
Publ. Date 67
Espenschade, Anna S.; Eckert, Helen M.
Motor Development.
EDRS not available

Descriptors: exceptional child research; child development; psychomotor skills; development; human development; adult development; physical development; research needs; adolescents; adults; children; childhood; early childhood; environmental influences; heredity; infant behavior; biological influences; older adults; sensory experience; physical development; pregnancy; prenatal influences

Designed as a text for undergraduate students and as a sourcebook for more advanced students, this volume traces the outlines of physical growth and decline, describes some of the methods and problems of investigators, and points to the paucity of information in certain areas. The major topics are (1) heredity, (2) prenatal maternal influences, (3) differentiation and integration of the sensory-motor system, (4) prenatal development, (5) the neonate, (6) motor behavior of infants, (7) motor behavior in early childhood, (8) motor behavior in later childhood, (9) adolescent development, and (10) performance in adulthood and old age. The bibliography contains approximately 400 items. This document was published by Charles E. Merrill Books, Inc., Columbus, Ohio 43216, and is available for $3.50 paperbound or $4.95 clothbound. (DF)

ABSTRACT 25

EC 000 526 ED 012 140
Publ. Date Mar 67 82p.
Templin, Mildred C.
The Identification of Kindergarten Children Least Likely to Show Spontaneous Improvement in Speech Sound Articulation. Final Report.
Minnesota Univ., Minneapolis, Inst. Of Child Development
EDRS mf,hc

Descriptors: exceptional child research; speech handicapped; tests; identification; articulation (speech); speech handicaps; kindergarten children; predictive ability (testing); children; speech handicapped; kindergarten; speech therapy; prediction; screening tests; diagnostic tests; identification tests

An attempt was made to determine whether the measured articulation performance of kindergarten children could predict which children would develop satisfactory articulation and which children would continue to misarticulate and need speech therapy by the second grade. In 1960, 2150 prekindergarten and kindergarten children were given a picture articulation test and imitation articulation test. In 1962, the children were tested with an imitation articulation test, the Spencer Articulation Test, and an intelligibility rating. For each of these tests a cut-off score was set to identify approximately the same percentage of children from the test group as were receiving speech therapy in elementary schools. Results showed the percentage of girls identified by all three tests was smaller than the percentage of boys. The 1962 imitation articulation test prediction was satisfactory for boys and girls but somewhat better for girls. The 1962 Spencer Articulation Test prediction was satisfactory for boys and girls but generally better for the boys. Prediction on the 1962 intelligibility rating was not satisfactory. The hypothesis was not supported that fewer children scoring inconsistently on the 1960 tests would need speech therapy in 1962 than children who scored consistently in 1960. Included are 24 references. (MY)

ABSTRACT 26

EC 000 434 ED N.A.
Publ. Date Apr 66
Pendergast, Kathleen And Others
An Articulation Study of 15,255 Seattle First Grade Children with and without Kindergarten.
Seattle Public Schs., Washington
Exceptional Children, Volume 32, 1966.
EDRS not available

Descriptors: exceptional child education; speech handicapped; speech therapy; articulation (speech); tests; language development; kindergarten; screening tests

First grade children with articulation errors were studied to determine the effect of kindergarten experience on (1) the number of speech sound errors, (2) the ability to benefit from speech therapy, and (3) articulation development. By screening 15,255 children, 652 children with speech errors were selected. Of these children, 260 had not been in kindergarten, and 392 had been. The Bryngelson-Glaspey Picture Articulation Test was given in September and in May. During the school year the 625 children received speech therapy. Findings were as follow --(1) 26.5 percent of the 15,255 children misarticulated one or more sounds, (2) children who attended kindergarten did not appear to have fewer sound errors when they entered first grade than children who did not attend kindergarten, and rank order of defective sounds was almost identical, (3) kindergarten experience seemed to be a factor in the reduction of sound errors of first grade children not receiving therapy (.01 level of confidence), (4) no sound had a terminal age at which 90 percent of the children articulated it correctly as late as 8 years, and (5) voiceless sounds were defective more frequently than voiced sounds. This article was published in Exceptional Children, Volume 32, Number 8, pages 541-547, April 1966. (JD)

ABSTRACT 27

EC 001 090 ED 014 835
Publ. Date 65
Baumgartner, Bernice B.

Guiding the Retarded Child, an Approach to a Total Educational Program.
EDRS not available

Descriptors: exceptional child education; teaching methods; curriculum; mentally handicapped; educable mentally handicapped; curriculum guides; educational objectives; learning activities; physical education; preschool children; scheduling; special classes; teacher evaluation; teacher responsibility; teacher role; teaching procedures; teaching guides; educational programs

An approach to educating the mentally retarded child, with the emphasis on providing a comprehensive educational program based on creating a home-school-community environment is presented in this book addressed to special education and special subject teachers, to the regular classroom teacher with a mentally retarded child in his class, and to administrators, parents, and other professionals working with the mentally retarded. The role and functions of the teacher, as he creates a beneficial environment for learning, form the first area of consideration. The use of social communication as the key to experience is discussed. Recording observations, writing reports, and preparing daily plans is explained and shown to be necessary for plotting a realistic long-range course. The importance of scheduling time is noted. The following section deals with specific subjects, both academic and those fostering creative and recreational growth. The comprehensive environment approach is related to the language arts, social studies, arithmetic, science, physical education, music, art, homemaking, and occupational education. The final section enumerates and describes appropriate learning situations and discusses the total program concept. Selected references for professionals and students are included in some chapters. This document was published by the John Day Co., New York, New York, and is available for $6.95. (MS)

ABSTRACT 28

EC 000 738 ED 014 178
Publ. Date 66
Kircher, Clara J., Comp.
Behavior Patterns in Children's Books, a Bibliography.
EDRS not available

Descriptors: exceptional child education; behavior; childrens books; annotated bibliographies; bibliotherapy; adjustment problems; behavior problems; behavior change; behavior development; booklists; elementary school students; junior high school students; personality change; personality development; preschool children

Updating character formation through books--an application of bibliotherapy to the behavior problems of childhood (1952), this bibliography is designed to aid the development of wholesome principles of conduct and the prevention of delinquency through the therapeutic use of books in which good character traits are embodied. The 507 titles, for preschool children through grade 9 are classified into 24 subject categories. The grade level, author, a short annotation (including character traits incorporated in the book), publisher, and price are given. A section of selected readings for adults interested in bibliotherapy, a directory of publishers, and indexes of authors, titles, and behaviors are also included. This document was published by The Catholic University of America Press, Washington, D.C. 20017, and is available for $1.95, paperbound, or $3.75, clothbound. (JA)

ABSTRACT 29

EC 000 786 ED 015 587
Publ. Date 13 Mar 65 9p.
Wilson, John A. R.
Exploratory Study of the Effects of Individual Work on the Functioning of Maladjusted Preschool Children, a Paper Presented to the California Educational Research Association, Santa Rosa, March 15, 1965.
California Univ., Santa Barbara
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; reinforcement; behavior; preschool children; socially maladjusted; operant conditioning; behavior change; children; educational research; individual needs; learning activities; learning experience; learning theories; socially deviant behavior; case studies (education)

An exploratory study of the applicability of a three-level theory of learning when used as a framework for emotional social learning is reported in this paper. Socially hostile preschool children were to be pleasurably reinforced for desirable activities, helped to see the relationship between the pleasure and the activities, and finally to see themselves as the kind of person who operates in a desirable manner. Case studies of preliminary work with five children are presented. Results indicate that the program was a probable, but unproven, success and that the ideas are worthy of further research. (RS)

ABSTRACT 30

EC 000 859 ED 014 182
Publ. Date 66 316p.
Connor, Frances P.; Talbot, Mabel E.
An Experimental Curriculum for Young Mentally Retarded Children. TC Series in Special Education.
Columbia Univ., New York, New York, Teachers College
OEC-SAE-6444
EDRS mf,hc

Descriptors: exceptional child research; preschool children; curriculum; mentally handicapped; educable mentally handicapped; curriculum development; preschool education; classroom environment; curriculum guides; educational research; experimental curriculum; intellectual development; learning processes; preschool curriculum; preschool programs; rating scales; special classes; program descriptions; teaching methods

A description of a special education program for preschool educable mentally retarded children is reported together with an account of its development in experimental classes in New York City. The experimental curriculum was the independent variable of a research project to study the effects of group experience upon young retardates. The two basic objectives covered in this report are to discover the amount and kinds of learning within the classroom (activities of daily living, academic learning and readiness, social and emotional adjustment, speech development, listening skills, oral comprehension, and vocabulary growth) and to determine appropriate curriculum and teaching methods. The curriculum guide section has subcategories on intellectual development, imaginative and creative expression, social development, emotional development, manipulative development, gross motor development, and self help which contain 190 items arranged in five-point developmental scales for the teacher to use in viewing teaching-learning processes. The items in the curriculum guide are implemented in action settings. These include discussion periods, group handwork projects, free play, juice time, playground and gymnasium activities, story telling, swimming, cooking, and trips. The importance of behavioral goals of motivation, attention, perseverance, problem solving, concept development, and oral communication is stressed. The program's organization and management is discussed, as are the various evaluative methods used. A reference list of 60 items is included. This document is published by the Teachers College Press, Teachers College, Columbia University, New York, New York, and is available for $3.25. (RS)

ABSTRACT 31

EC 000 618 ED 014 828
Publ. Date 63
Hart, Beatrice Ostern
Teaching Reading to Deaf Children. The Lexington School for the Deaf Education Series, Book, IV.
Lexington Sch. For Deaf, New York, N.Y.
Alexander Graham Bell Assn. For The Deaf, Washington, D. C.
EDRS not available

Descriptors: exceptional child education; reading; teaching methods; aurally handicapped; deaf; reading instruction; reading programs; instructional materials; adolescents; beginning reading; children; developmental reading; functional reading; learning activities; preschool children; preschool education; reading development; reading materials; teaching guides; teaching procedures; Lexington School for the Deaf

The Lexington School for the Deaf Educational Series consists of a collection of monographs, representing the thinking of skilled teachers in a particular subject area. This monograph presents teachers of the deaf with a developmental program for teaching reading.

The philosophy of this program is explained, and various techniques for motivation and evaluation are discussed. The use of instructional materials, and an organized sequence of reading experiences are explained. The book defines developmental levels (flexible to allow for uneven progress of deaf children) for teaching reading and explores methods for attaining different goals at each age level. On the preschool level, satisfying experience with language is discussed. Various techniques for improving memory, classification and generalization skills, visual discrimination, and visual-motor skills are presented. For the primary level (grades 1 and 2, ages 6 to 9) the following skills are discussed--sight vocabulary, word recognition, reading in thought units, beginning use of the dictionary, interest in stories, and dramatic play. For the intermediate level (grades 3 to 5, ages 9 to 12) independent reading and selection of reading materials is discussed. The objectives presented for the advanced level (ages 12 to 17) are development of study skills, critical reading, and appreciation of literature. Each section contains examples of instructional materials. A 76-item bibliography of books, pamphlets, manuals, and workbooks is included. (JB)

ABSTRACT 32

EC 000 615 ED 013 519
Publ. Date 66
Mecham, Merlin J. And Others
Communication Training in Childhood Brain Damage.
EDRS not available

Descriptors: exceptional child education; language; communication (thought transfer); learning disabilities; physically handicapped; minimally brain injured; cerebral palsy; speech instruction; language instruction; psychological evaluation; neurologically handicapped; curriculum; preschool programs; children; speech evaluation; speech therapy; behavior; language development; educational therapy; psychological characteristics; perceptual handicaps; learning difficulties; speech handicaps; auditory training; teaching techniques

Intended as a text source book, or practical reference, the book discusses speech and hearing problems, psychological and linguistic implications, and special education for cerebral palsied and brain damaged children. Number and complexity of speech and hearing problems are emphasized, i. e., neuromuscular involvement, articulation, rhythm, voice and breathing, discrimination, hearing acuity, auditory linguistics, and symbolic problems. Methods of evaluating speech and hearing of brain damaged children are discussed, and the team approach is recommended for gathering psychological, social, and educational information. According to the authors, in shaping speech, hearing, and language behavior, the therapist strives for personal social communication, putting language into life situations. The therapy follows a developmental schedule geared to the child's level. Receptive and expressive language relates to meaningful experiences, rather than sound drills. In summarizing the psychological and linguistic implications of childhood brain damage, the authors list behavioral characteristics and methods of psychological evaluation, and briefly treat emotional factors. Curriculum, grouping, and methods of reporting progress for the preschool level are discussed. General learning problems and problems related to specific educational subject areas, such as reading and arithmetic, are discussed along with suggestions for appropriate teaching techniques. A reference list contains 421 items. This document was published by Charles C Thomas, Publisher, Springfield, Illinois, and is available for $11.75. (JB)

ABSTRACT 33

EC 000 082 ED 012 117
Publ. Date 63
Molloy, Julia S.
Trainable Children, Curriculum and Procedures Based on the Curriculum of the Orchard School for Retarded Children, Skokie, Illinois.
Orchard School For Retarded Children, Skokie, Ill.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; curriculum; trainable mentally handicapped; curriculum guides; lesson plans; records (forms); art; handicrafts; handwriting; language development; music; numbers; physical education; reading; kindergarten; intermediate grades; primary grades; adolescents; children; identification; student characteristics; student placement; educational objectives; instructional materials; teaching guides; Orchard School for Retarded Children

This program incorporates the training needs of the severely retarded child in a logical, psychological sequence to provide the child with the opportunity to grow physically, emotionally, intellectually, and spiritually in order that adequate self care, social adjustment, good planning of leisure time, and satisfying usefulness may be realized for living comfortably at home or in an institution. The characteristics, identification, and placement of trainable children as well as the philosophy, purpose, and operation of the special class for trainables are discussed. Background information, teaching techniques, sequence of activities, and materials are presented for teaching arts and crafts, handwriting and language development, music, numbers, physical education and play, and reading. Programs for preschool, kindergarten, primary, junior intermediate, and senior intermediate students outline objectives, management, and materials for physical, social, emotional, and intellectual growth. A program for young adults is outlined. Lesson plans with sample forms are presented. A detailed chart for recording progress lists physical, emotional, social, intellectual, and spiritual levels of development. Samples of 10 report forms are included. Annotations are included along with a 23-item bibliography. This document is available from the John Day Co., New York, New York for $3.5.. (JZ)

ABSTRACT 34

EC 001 178 ED 014 188
Publ. Date 65 154p.
Education of the Deaf, a Report to the Secretary of Health, Education, and Welfare by His Advisory Committee on the Education of the Deaf.
Department of Health, Education, and Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; educational needs; deaf; adolescents; adults; children; college programs; educational programs; elementary education; federal programs; post secondary education; preschool programs; research; secondary education; teacher education; Gallaudet College; Advisory Committee on the Education of the Deaf

In an effort to define problems which confront deaf individuals and those who are responsible for their education and development, an advisory committee was appointed in March 1964 by the Secretary of Health, Education, and Welfare. In this report the committee presents considerations and recommendations on the following subjects--(1) preschool, elementary, and secondary education, (2) selection of educational programs for deaf persons, (3) post-high school programs for the deaf, (4) Gallaudet College, (5) federal programs, and (6) research relevant to deaf education. In addition, tables and charts to clarify the statistics are presented. The appendixes to the study include historical background of deaf education, a discussion of deaf education in five European countries, and selected data submitted by schools and classes for the deaf. (EB)

ABSTRACT 35

EC 001 179 ED 015 605
Publ. Date 66 119p.
Biennial Conference of the American Association of Instructors of the Blind (48th, Salt Lake City, June 26-30, 1966).
American Assn. Of Instructors Of The Blind, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; reading; teaching methods; braille; visually handicapped; blind; partially sighted; educational research; multiply handicapped; adolescents; children; libraries; conference reports; library services; mobility aids; preschool children; preshool programs; reading improvement; reading istruction; teaching machines; sensory aids; visually handicapped mobility; instructional materials; speech compression; secondary school students; visual stimuli; visually handicapped orientation

The theme of the convention was Research--Key to Progress, and papers were delivered in the following areas--(1) research on the teaching of reading

and improving reading skills, (2) research on independent living skills and orientation, mobility, and travel, (3) research on the child with limited but useful vision, (4) research on the multihandicapped child, and (5) research on listening, technical devices, and teaching methods. Special papers and reports were given on (1) philosophy and goals of a preschool program, (2) how shall we serve our visually handicapped preschool children, (3) libraries and library services for visually handicapped, and (4) enrichment through a touch and learn center. Presidential, committee, and business reports are included. (MU)

ABSTRACT 36

EC 001 809 ED 019 786
Publ. Date 65
The Mentally Retarded Child in the Classroom. The Psychological Foundations of Education Series.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; program planning; educable mentally handicapped; etiology; identification; individual characteristics; school services; school personnel; preschool programs; elementary programs; secondary education; parent responsibility; community responsibility; secondary grades; elementary grades

Background information is provided to enable teachers and others involved in the education of mentally retarded children to recognize and to meet effectively the children's needs. Eight topics are considered--(1) nature and causes, (2) identification, (3) services (personnel), (4) program planning, (5) preschool program, (6) elementary school program, (7) secondary school program, and (8) parent and community responsibility. References are cited for each topic. This document was published by the MacMillan Company, 866 Third Avenue, New York, New York 10022, and is available for $1.35. (DF)

ABSTRACT 37

EC 000 165 ED 012 980
Publ. Date 64 64p.
Murdoch, Thomas S.
A Curriculum Guide for Educable Retarded.
Nevada State Dept. Educ., Carson City
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; curriculum guides; educable mentally handicapped; units of study (subject fields); preschool education; elementary grades; secondary grades; children; state standards; teacher certification; teacher qualifications; identification; teaching methods; guidelines; educational objectives; student evaluation; student placement; Carson City

Designed to outline a program based on the needs of educable mentally handicapped pupils, this guide presents a logically structured sequence of goals or accomplishments from pre-school through the secondary level. State standards for identification, classification, and class composition are presented along with teacher qualifications, and certification requirements. Suggestions to the teacher for working with parents, testing and reporting methods, and suggestions for classroom equipment and facilities are given. Instructions in developing, presenting, and evaluating an experience unit as the basic instructional method are presented. In addition, goals are given for each of five age levels in arithmetic, social communications, safety, health, and vocational competencies. (JW)

ABSTRACT 38

EC 001 250 ED 019 779
Publ. Date 64
Tizard, J.
Community Services for the Mentally Handicapped.
EDRS not available

Descriptors: exceptional child services; mentally handicapped; community programs; family (sociological unit); incidence; family relationship; family problems; preschool children; community services; community responsibility; statistical surveys; individual characteristics; family characteristics; nursery schools; day care services; residential care; educational methods; special programs; hospital schools; program planning; educational needs; individual needs; administrative organization; residential programs; England

Four studies of mental retardation and an unpublished working paper are included in this book. The first section reports the finding of a prevalence study of mental retardation in London and Middlesex, which describes differences between administrative prevalence and true prevalence of mental subnormality. In the second study, the effects of severe mental retardation of a sample of London families are reported. Data are given on three topics--the child himself, families and their problems, and the role of community services. Implications for additional services are presented for the preschool child, the severely handicapped, and institutional care. The third study considers the education of trainable children (IQ 20 to 50) through a comparison-contrast of nursery schools for retarded and normal children. Day care centers and residential facilities are also treated. The next study describes a small experimental residential hospital unit in terms of selection of clients, staff, equipment, and programs, with special attention given to speech and play, personal independence, incontinence, tantrums, and disobedience. The report presents the results of a 2-year study of 16 children who attended the special unit and their matched controls. In the last section, the organization of services is considered, including the needs of the mentally handicapped and their families, and the cost, organization, and other problems of residential care. The reference list contains 72 items. This document was published by the Oxford University Press, New York and Toronto, and is available for $6.75. (DF)

ABSTRACT 39

EC 002 583 ED 021 378
Publ. Date 67 97p.
Magary, James F., Ed.; McIntyre, Robert B., Ed.
Annual Distinguished Lectures in Special Education (5th, University of Southern California School of Education, Los Angeles, Summer 1966).
University Of Southern California, Los Angeles, School Of Education
EDRS mf,hc

Descriptors: exceptional child education; language; mentally handicapped; aurally handicapped; disadvantaged youth; medical evaluation; language research; standards; followup studies; preschool education; classification; oral communication; finger spelling; mongolism; Russia

The University of Southern California School of Education invited several persons in the field of special education to lecture at a specially designated summer session series. The following lectures were delivered in the summer of 1966: Headstart on Headstart: A Thirty Year Evaluation by Harold M. Skeels, The Role of Language in the Development of the Preschool Deaf Child by Boris V. Morkovin, Language Research in Relationship to the Mentally Retarded and Culturally Deprived by Melvyn I. Semmel, Medical Classification of Disabilities for Educational Purposes: A Critique by Francis E. Lord, Yesterday Was Tuesday: Issues in Language Instruction for the Severely Mentally Retarded by May V. Seagoe, and A Profession in a Hurry: The Need for Standards by Maynard C. Reynolds. Biographical sketches are furnished for each of the above lecturers, and lists of lecturers and their topics are provided for the years 1962 to 1967. Recent doctoral dissertations at the University of Southern California relating to the psychology and education of exceptional children and youth are cited; and the various graduate programs available at the University are described. (RS)

ABSTRACT 40

EC 002 661 ED 022 310
Publ. Date May 68 196p.
Ebersole, Marylou; And Others
Steps to Achievement for the Slow Learner. The Slow Learner Series.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($4.95).

Descriptors: exceptional child education; learning disabilities; teaching methods; preschool children; minimally brain injured; motor development; perceptual motor coordination; learning theories; psychomotor skills; student characteristics; student needs; neurological organization; space orientation; concept formation; reading; writing; arithmetic

Intended for teachers, therapists, physicians, students, and parents, the guide presents a learning theory based on motor activities and suggests a curriculum for preschoolers divided into systematic learning steps which are necessary for attaining educational goals. Topics treated are special needs of the child handicapped by brain damage, characteristics and discipline, brain damage related to the function of the nervous system, learning theory related to teaching techniques, the need for a stable point of reference from which to interpret relations in space, and the developmental stages of learning. Also considered and detailed by steps are conceptualization, arm and hand coordination, cutting with scissors, pre-reading, pre-writing, and pre-arithmetic (counting and number concepts). Three appendixes contain activities for teaching colors and pattern analysis and development with form boards, and steps in teaching pre-arithmetic. (DF)

ABSTRACT 41

EC 002 723 ED 021 388
Publ. Date 67 46p.
The Very Young Hearing-Impaired Child.
Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.;
World Federation Of The Deaf, Rome, Italy
EDRS mf,hc
Selected Papers From The Congress Of The World Federation Of The Deaf (5th, Warsaw, August 13-17, 1967).

Descriptors: exceptional child education; aurally handicapped; preschool children; language; teaching methods; deaf; individual characteristics; language development; infants; rehadilitation; home instruction; audiologists; speech; parent participation; research projects; World Federation of the Deaf

Five conference papers are presented on deaf preschool children and infants: The Very Young Hearing-Impaired Child by G.M. Harris of Canada; The Organization and Methods of Educational Work for Deaf Children at the Preschool Age by K. Lundstrom of Sweden; Speech Formation in the Young Deaf Child by B. Wierzchowska and R. Szymanska of Poland; Receptive Language Development in the Deaf Infant, Language Behavior of the 10-24 Month Old Deaf Infant by A.M. Mulholland of Columbia University in New York; and Possibilities of Early Rehabilitation of the Small Deaf Child in Its Home Environment and with the Guidance of the Audiologic-Rehabilitation Centre by R. Szymanska and Z. Pawlowski of Poland. (JD)

ABSTRACT 42

EC 003 167 ED 023 245
Publ. Date 16 Jul 68 6p.
Gallagher, James J.
(Preschool and Early Education Programs Needed for Handicapped Children. Statement before the Select Subcommittee on Education of the Committee on Education and Labor (House of Representatives, July 16, 1968).)
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; preschool children; national programs; educational needs; handicapped children; preschool programs; early childhood education; demonstration programs; models; federal legislation

The testimony of James J. Gallagher, Associate Commissioner for Education of the Handicapped, in favor of the Handicapped Children's Early Education Assistance Act (H.R. 17829) is presented. The advantages of preschool education for the handicapped and recommendations for model preschool programs gathered from the National Advisory Committee on Handicapped Children and from seven regional conferences, which included 700 educational professionals from the 50 states, are mentioned. Lack of existing facilities, the scarcity of preschool programs planned, and the incidence of handicapped children requiring help are described; and essential elements in a total program of research, development, demonstration, training, and implementation are indicated. (SN)

ABSTRACT 43

EC 001 984 ED 021 363
Publ. Date 65 46p.
Prescott, Elizabeth
A Pilot Study of Day-Care Centers and Their Clientele.
Children's Bureau (DHEW), Washington, D. C.
EDRS mf
CB-PUB-428-1965
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20).

Descriptors: exceptional child research; preschool children; environmental influences; teachers; parents; administrative personnel; community agencies (public); private agencies; mothers; socioeconomic status; ethnic status; discipline; child care centers; child rearing; methods; behavior standards; interviews; day care services

The study considered what alterations in child rearing environment occur for children placed in group day care, and what effects family background and the emotional climate of the center have upon extent of alteration. The sample consisted of 30 centers and their directors, 67 teachers, and 250 mothers. Responses on the schedule of child rearing practices indicated that parents used punitive methods more frequently, whereas teachers used restriction. Teachers were more consistent in their enforcement of discipline, modified their approach more according to the child's age, and were more interested in maintaining order and the smooth functioning of routine. Parents, on the other hand, had higher standards in areas of behavior with moral connotations. Because parents of low economic status were stricter than other parents and had higher expectations of behavior, their children were most likely to experience alteration. Among centers, differences were found in the degree to which teachers would accept behavior and in the type and amount of direction adults should give to children's activities. Additional data concern ethnic groups and their standards, the interviewers, and the centers' clientele, personnel, emotional climate, and programs. Specific behaviors are detailed. Conclusions stress the director's role and the discrepancy between standards and practices. Two tables are provided. (JD)

ABSTRACT 44

EC 001 402 ED N.A.
Publ. Date 66 5p.
Varwig, Renate
Social Considerations in the Care of the Preschool Hearing Handicapped Child.
Health Center For Children, Vancouver, British Columbia, Social Service Department;
American Academy Of Pediatrics, Vancouver, British Columbia
EDRS not available
Audecibel; V15 N4 P143-4, 146-8 Fall 1966
Reprinted From The Volta Review, June 1965; Paper Presented At A Symposium, Disorders Of Communication (Vancouver, British Columbia, 1962).

Descriptors: exceptional child services; aurally handicapped; multiply handicapped; family (sociological unit); deaf; children; emotionally disturbed; preschool children; parent attitudes; parent child relationship; problems; social problems; anti social behavior; parent counseling

Deaf children have a higher incidence of emotional disturbances and behavior deviations than do children with normal hearing. If a child's hearing loss is not recognized as such, his inability to respond may be interpreted as naughtiness or stubbornness. Parental attitudes toward deaf children range from over-protectiveness to denial of existence of the handicap, complete indifference to the child, or frank hostility. Parents must have the opportunity to ask questions and resolve their mixed feelings so that they may see their offspring as children first, instead of focusing on the handicap. Personality and environmental factors which determine the ability of parents to accept the handicapped child are emotional maturity, intellectual capacity, stability of marriage, and absence or presence of social handicaps. In some homes the presence of the hearing handicapped child is just one of many problems such as unemployment, ill health, and poor housing. Social and emotional problems put an added strain on parent-child relationships. The outcome of any training program depends on the parents' feelings toward the child and their ability to use constructively help offered by the clinic. Therefore, a psychosocial assessment is necessary, and the social worker is essential to the diagnostic-therapeutic team. (JB)

ABSTRACT 45

EC 001 660 ED N.A.
Publ. Date Nov 67 3p.
Miles, Arthur Curtis
Cued Speech.
EDRS not available
American Education; V3 N10 P26-8 Nov 1967

Descriptors: exceptional child education; aurally handicapped; communication (thought transfer); preschool children; teaching methods; deaf; articulation (speech); lipreading; speech skills; speech education; kinesthetic methods; language development; family role; cued speech

In order to bridge the gaps in teaching methods of communication in deaf education, Dr. Cornett of Gallaudet College evolved a system of cued speech and tested it practically with a 2-to 3-year-old child whose care is related here. Cued speech consists of a set of 12 manual cues that help to distinguish sounds that look alike on the lips. Four of the cues indicate vowel sounds and are made by positioning the hand near the chin, cheek, throat, and mouth; eight other cues identify consonants by forming different arrangements on the fingers of one hand. Cues cannot be used without speech. Each pair of cues is used with nine to 12 visually different syllables. Therefore, it is unintelligible without proper mouth movements. Because it allows discrimination between words and can be learned at an early age, the system provides more rapid and more precise language development. Until the fall of 1966, cued speech was being taught only at Gallaudet, at the Speech and Hearing Center of Southwest Louisiana, and at the New York School for the Deaf at White Plains. Results have been encouraging, as in the case which is related, but more widespread use in a variety of situations is needed before cued speech can be evaluated. Cued speech was introduced in about 50 institutions in September 1966 to determine its effectiveness. (EB)

ABSTRACT 46

EC 003 195 ED 024 196
Publ. Date Jun 68 87p.
Bijou, Sidney W.
Research in Remedial Guidance of Young Retarded Children with Behavior Problems Which Interfere with Academic Learning and Adjustment. Final Report.
Illinois University, Urbana
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-23-1020-6002
BR-5-0961

Descriptors: exceptional child research; behavior; preschool children; mentally handicapped; reinforcement; teacher education; teaching methods; behavior change; operant conditioning; motivation; programed instruction; reading; writing; mathematics; parent participation

A 4-year research project developed a preschool program for exceptional children unable to attend public school but not needing to be institutionalized on the basis of empirical behavioral principles. Children were referred from agencies and most had already unsuccessfully used special school services. The average age was 5-5 years, average IQ was 83, and average mental age 4-3 years; scores on the Wide Range Achievement Test averaged early kindergarten level. Utilizing special features in the physical plant, curriculum, and operation of the school, behavioral principles were applied to weaken behaviors interfering with academic learning and to strengthen desirable social and intellectual behaviors. Reading, writing, and arithmetic programs were developed as well as procedures for maintaining motivation for learning. Specific techniques were applied to modify the behavior of aggressive, shy, and speech deficient children. Investigators worked with parents at home, and the parents supplemented the nursery program. Objectives and procedures of a teacher training program are specified; a bibliography wih 23 entries, a list of 10 publications resulting from this research, samples of program studies from the first 2 years, case studies, and eight figures are included. (Author/SN)

ABSTRACT 47

EC 003 374 ED 024 205
Publ. Date 68 77p.
Regional Conference on Special Education (7th, Pittsburgh, Pennsylvania, June 20-21, 1968). Final Report.
Pittsburgh University, Pennsylvania, Program Of Special Education And Rehabilitation
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-0-8-080804-4351(032)
BR-8-0804

Descriptors: exceptional child education; legislation; national programs; educational needs; communication (thought transfer); handicapped children; professional education; educational research; preschool education; educational trends; identification; evaluation needs; special services; inservice education; recruitment; personnel; educational problems; educational planning; conference reports

The proceedings of the seventh regional conference on special education include addresses on conference plans, proposals, and trends in special education as well as the role of the Bureau of Education for the Handicapped. Discussion groups identified 21 problems which hinder special education programs and services and proposed solutions to 12 high priority problems: communication, preschool services, preservice preparation of personnel, inservice programs, recruitment of personnel, evaluation, research, diagnosis and identification, educational objectives, physical facilities, continuity of services, and culturally disadvantaged children. The roster of conference participants and publicity used are included. (SN)

ABSTRACT 48

EC 002 625 ED 022 301
Publ. Date 68 96p.
Bateman, Barbara D.
Temporal Learning. Dimensions in Early Learning Series.
EDRS not available
Dimensions Publishing Company, San Rafael, California 94901.

Descriptors: exceptional child education; teaching methods; instructional materials; preschool education; elementary grades; home instruction; time; time perspective; teaching guides; concept formation; child development; learning disabilities; student evaluation; evaluation methods; cognitive development; primary grades

Designed to minimize time and cost to teachers and parents, the paperback emphasizes both ideas and practical tools for teaching temporal concepts. The concept of time is presented; the major studies of normal child development and how children come to understand time words and concepts are reviewed. Temporal disabilities (difficulties in learning the significance of sequence and time) are considered; and the evaluation of development is discussed in terms of tests. Specific suggestions are offered for teaching home, preschool, primary, and elementary school children. A bibliography annotates 61 entries; and a list gives sources and descriptions of 53 manipulative materials, two sets of programed materials, 10 filmstrips and transparencies, and 12 children's books. (DF)

ABSTRACT 49

EC 001 384 ED N.A.
Publ. Date 67 8p.
Hall, Marian S.
Change over Time in Children.
Hennepin County Daytime Activity Center, Minneapolis, Minnesota
EDRS not available
Hennepin County Daytime Activity Cener, 1701 Oak Park Avenue, North, Minneapolis, Minnesota 55411.
Paper From Child Development Seminar (Hennepin County Daytime Activity Center, Minneapolis, Minnesota, January-February, 1967).

Descriptors: exceptional child education; mentally handicapped; child development; growth patterns; infancy; early childhood; childhood

Growth and development in children and qualitative changes in children's thought patterns are discussed, and the negative effects of deprivation in relationship experiences are stressed. After infancy the human organism becomes much more exploratory and active in his learning; motor skills increase, language progress is often remarkable, and the child learns that he can control his environment to some degree. The language ability of normal children increases phenomenally between 3 and 5 years. They identify their own sex appropriately, develop consciences about their behavior, and become more independent physically. From 5 to 10 years of age their social world expands

markedly. In each of these stages appropriate experiences are important for learning and have implications for mentally retarded children. (DF)

ABSTRACT 50

EC 001 328 ED N.A.
Publ. Date Apr 67 8p.
Ryckman, David B.
A Comparison of Information Processing Abilities of Middle and Lower Class Negro Kindergarten Boys.
Michigan University, Ann Arbor, Center For Research On Language And Language Behavior
Office Of Education (DHEW), Washington, D. C.
EDRS not available
OEC-3-6-061748-058
Exceptional Children; V33 N8 P545-52 Apr 1967
Article Based On Author's Doctoral Dissertation, University Of Illinois.

Descriptors: exceptional child research; language; tests; disadvantaged youth; cognitive processes; culturally disadvantaged; language ability; kindergarten children; males; Negro students; lower class; middle class; socioeconomic background; cognitive ability

The study was designed to examine the relationship between social class and cognitive abilities of Negro kindergarten boys. Fifty middle class and 50 lower class Negro kindergarten boys were individually tested with a battery of eight tests designed to evaluate information processing abilities. All 18 cognitive variables discriminated between the two groups in favor of the middle class boys (p less than .01). Analysis produced four components significantly discriminating between the groups in favor of the middle class boys: general language ability (p less than .001), structural organization (p less than .10), visual imagery (p less than .10), and visual classification (p equals .01). The fifth component, chronological age, was significantly discriminating in favor of the lower class boys, but the mean difference was very small. A definition of cultural deprivation based on language usage rather than socioeconomic variables seems advantageous for identification and programing of remedial or compensatory education. (SB)

ABSTRACT 51

EC 001 869 ED N.A.
Publ. Date Nov 67 6p.
Johnston, Philip W.
Factors Associated with Deafness in Young Children.
Massachusetts Department Of Public Health, Boston, Child Growth And Development Service
EDRS not available
Public Health Reports; V82 N11 P1019-25 Nov 1967

Descriptors: exceptional child research; aurally handicapped; preschool children; etiology; family background; medical case histories; genetics; prenatal influences; hearing loss; diseases; infants; identification

For the purpose of probing factors relating to the onset of deafness in children under 5, mothers of 118 children were questioned about the physical and mental disorders of their families, their families' dietary habits, exceptional events in their pregnancies, hereditary influences, and numerous other factors which might have contributed to their children's deafness. A control group of 54 mothers of hearing children was also interviewed. Results of the study pointed to certain factors which had not been given previous emphasis as probable causes of deafness in young children. Among these were absence of fetal movement in 3rd or 4th month of pregnancy, maternal thyroid deficiency, breech delivery, and body blueness in the neonatal period. Additional significant etiological elements were suggested. In 50% of the children, hearing loss was not suspected until sometime between 8 and 48 months of age. The importance of improving methods of early detection of hearing loss is thus emphasized. Etiological classification in 63 children showed, in descending order of frequency, maternal rubella, hereditary factors, blood incompatibility, child hood meningitis, maternal influenza, maternal chickenpox or scarletina, and childhood trauma. Forty-six of the children had histories of frank abnormalities, but exact cause of deafness was unknown. The remaining nine had essentially normal histories. (JB)

ABSTRACT 52

EC 002 783 ED N.A.
Publ. Date 26 Jul 68 308p.
Faber, Nancy W.
The Retarded Child.
EDRS not available
Crown Publishers, Inc., 419 Park Avenue South, New York, New York 10016 ($5.95).

Descriptors: exceptional child education; mentally handicapped; mental retardation; early childhood education; clinical diagnosis; prognostic tests; special services; vocational training centers; sheltered workshops; international organizations; family attitudes; family relationship; institutions; instructional aids; special programs; residential schools; National Association for Retarded Children; NARC

The challenge of mental retardation is presented, and visits to both programs and parents in the following countries are reviewed: Hawaii, Japan, Taiwan, Hong Kong, Thailand, Israel, Turkey, Greece, Italy, Switzerland, Denmark, England, and Portugal. The help that the National Association for Retarded Children can give parents and the impact of retardation on the family are discussed. The nature of retardation and the importance of the preschool or early years are considered, as are diagnosis, prognosis, and services for the retarded. The following are also treated: workshops and training centers, institutions, halfway houses and hostel living, new programs and schools, institutes for achievement of human potential, and the talking typewriter. Lists are provided of 100 references and of programs for preschool day care, and older day care trainable children. An index provides information on 10 New York state schools. (JD)

ABSTRACT 53

EC 002 477 ED 024 169
Publ. Date Feb 68 80p.
Dickerson, Donald J.
Type of Solution in the Problem-Solving Behavior of Normal and Mentally-Retarded Children. Final Report.
Connecticut University, Storrs
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-1-7-008030-2030
BR-7-8030

Descriptors: exceptional child research; mentally handicapped; cognitive processes; learning; discrimination learning; negative reinforcement; positive reinforcement; mediation theory; stimulus generalization; abstraction levels; kindergarten children; elementary school students; validity; problem solving; secondary school students; college students; children; transfer of training

Six experiments examined the problem-solving behavior of normal and mentally retarded (MR) children with a two-choice discrimination learning situation: the effects of stimulus similarity upon types of solutions utilized by MR children; the role of redundant cues in the discrimination learning of MR subjects with differing mental ages; the learning of reversal (RV), intradimensional (ID), and extradimensional (ED) shifts by kindergarten children and by MR's as a function of variation of the irrelevant shift dimension; and the hypothesis behavior in the discrimination learning situation of subjects at different developmental levels (data still being collected). Results indicated that stimulus similarity had no effect upon types of solutions adopted by MR children on discrimination problems. For MR subjects form cues predominated over color cues in the solving of discrimination problems, color-form compound cues were used, the negative compound was stronger than the positive compound, and strengths of cues did not change with overtraining. ID shifts were learned faster than ED shifts by MR children under all shift dimensions; ID and RV shifts were learned faster than ED shifts by kindergarten children only when the irrelevant shift dimension varied between trials. (Author/SN)

ABSTRACT 54

EC 002 904 ED 025 070
Publ. Date 68 427p.
Jones, Morris Val, Ed.
Special Education Programs within the United States.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($14.00).

Descriptors: exceptional child services; state programs; city wide programs;

child development centers; emotionally disturbed; residential centers; schools; special schools; higher education; clinics; deaf; aphasia; orthopedically handicapped; preschool education; blind; mentally handicapped; physically handicapped; speech handicapped; learning disabilities; communication problems; gifted

Twenty-two special education programs in the United States are described. Diagnostic centers and special schools discussed are the Institute for Childhood Aphasia, California programs for orthopedically handicapped children, the experimental education unit of the University of Washington Mental Retardation and Child Development Center, the Phoebe A. Hearst Preschool Learning Center, the Devereux Schools, the Cove Schools, and the Marianne Frostig Center of Educational Therapy. Programs for communication disorders are reported, including the John Tracy Clinic, the residential school, and Gallaudet College for the deaf and hard of hearing; the Cleveland and Bill Wilkerson Hearing Centers; the Institute of Logopedics for those with communication disorders; the Sutter Diagnostic and Treatment Center for psychiatric, social, speech, and hearing services for children; the associate guidance, hearing, psychology, reading, and speech clinics of the California State College at Los Angeles; and the Easter Seal Society for Crippled Children and Adults. City, county, and state programs in special education detailed are those in the New York City public school system, San Mateo and San Diego counties, California, Connecticut (a regional program), and the Perkins School for the Blind. (JD)

ABSTRACT 55

EC 002 906 ED 025 869
Publ. Date 68 90p.
Zigmond, Naomi K.; Cicci, Regina
Auditory Learning. Dimensions in Early Learning Series.
EDRS not available
Dimensions Publishing Company, San Rafael, California 94903 ($2.50).

Descriptors: exceptional child education; auditory evaluation; auditory training; teaching methods; language development; aural learning; listening comprehension; auditory discrimination; tests; preschool children; parent influence; instructional materials; elementary school students; auditory perception; learning disabilities; audition (physiology)

The monograph discusses the psychophysiological operations for processing of auditory information, the structure and function of the ear, the development of auditory processes from fetal responses through discrimination, language comprehension, auditory memory, and auditory processes related to written language. Disorders of auditory learning stemming from brain dysfunction (agnosia, aphasia, dyslexia, lack of discrimination ability, poor sequencing ability, or neurogenic learning disorders are discussed. Auditory learning is evaluated and an annotated list of tests sources is given encompassing hearing evaluation, infant and preschool tests, picture vocabulary, intelligence, readiness, memory, analysis, specific auditory abilities, synthesis, and research batteries. Suggestions made for teaching both preschool and school age children include methods for developing attention span, auditory discrimination and perception, memory, and language development. A list of teaching materials, 18 annotated references for parents and teachers, and a 50-item annotated bibliography are provided. (JB)

ABSTRACT 56

EC 003 525 ED 025 893
Publ. Date 66 180p.
Flint, Betty Margaret
The Child and the Institution; A Study of Deprivation and Recovery.
EDRS not available
University Of Toronto Press, 1061 Kensington Avenue, Buffalo, New York 14215 ($7.50).

Descriptors: exceptional child research; disadvantaged youth; behavior; environmental influences; institutional environment; infants; play therapy; preschool children; self care skills; staff orientation; perceptual motor coordination; volunteers; inservice education; child development; individualized programs; behavior change; emotional adjustment; social adjustment; case records; facility requirements; Neil McNeil Infants Home

To attempt to rehabilitate infants and preschool institutionalized children who were emotionally and culturally deprived, an experiment in environmental adaptation was established in a children's home. An original experiment involving nine children indicated the need to make staff and building changes. Inservice training emphasized child development and the individuality of each resident; volunteer mothers were recruited. Building modifications included child-sized facilities and stimulating materials. Staff members rated the 83 children on security scales appropriate to the child's age. A regular schedule of daily events and play therapy was established. The staff found that children gradually showed emotional, social, and speech development and became increasingly competent in self help skills. After 15 months, 44 children had been returned to their parents or placed in foster or adoptive homes. Results indicated that an institution could promote healthy development by recognizing the individuality of the children, providing close relationships with other people, encouraging initiative, and being consistent in care and discipline. Five case histories are provided. (RP)

ABSTRACT 57

EC 000 155 ED 011 425
Publ. Date 01 Mar 66 12p.
Murphy, Thomas J.
Santa Barbara City Schools Special Education Department, Program Description.
Santa Barbara City Schools, California
EDRS mf,hc

Descriptors: exceptional child education; community programs; physically handicapped; learning disabilities; day care services; visually handicapped; mentally handicapped; cooperative programs; educable mentally handicapped; trainable mentally handicapped; special classes; special schools; program guides; speech handicapped; neurologically handicapped; homebound; hospitalized children; children; program descriptions; behavior problems; nursery schools; Santa Barbara

Since its beginning in 1928, the program has expanded to become a department in 1953, and in 1964 the department processed 1,500 cases. Services are provided for children who are physically handicapped, educable mentally handicapped, trainable mentally handicapped, confined to home or hospital, visually handicapped, speech handicapped, behaviorally handicapped, and neurologically handicapped. A nursery school and an extended day care center serve children of working mothers. (MY)

ABSTRACT 58

EC 000 240 ED 013 509
Publ. Date Mar 65 86p.
Imamura, Sadako
Mother and Blind Child; The Influence of Child-Rearing Practices on the Behavior of Preschool Blind Children. American Foundation for the Blind, Research Series Number 14.
American Foundation For The Blind, New York, New York
EDRS mf,hc
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($1.50).

Descriptors: exceptional child research; visually handicapped; preschool children; behavior; family (sociological unit); behavior development; parent child relationship; child rearing; mothers; attitudes; family relationship; behavior patterns; blind; self care skills

A systematic behavior observation technique was used to observe 19 blind and 12 sighted children, aged 3 to 6, in their home environments and to relate their and their mothers' behavior. Results showed significantly greater interaction with adults by blind than by sighted children. Although the two groups did not differ significantly in the amount of self-instigated behavior, blind children more often aimed self-instigated behavior at the mother; such behavior was categorized as 51% succorance, 30% sociability, and 14% dominance. No significant differences were found among these three types of behavior for the sighted children, who tended toward dominance and nurturance. The behavior of blind children was not as variable as that of sighted children. The two groups were most clearly distinguished by succorance: mothers of blind children complied to about half of their children's succorant behavior; mothers of

sighted children complied either very much or very little. Whereas mothers of the blind used refusal and ignoring as ways of not complying, mothers of the sighted relied almost totally on refusal. Additional significant relationships were found between the behavior of blind children and their mothers. (DF)

ABSTRACT 59

EC 000 741 ED 026 749
Publ. Date 67 484p.
Bettelheim, Bruno
The Empty Fortress; Infantile Autism and the Birth of the Self.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($9.95).

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; autism; child development; adjustment (to environment); early childhood; mother attitudes; learning theories; parent child relationship; personality development; fear; fantasy; personality theories; behavior patterns; psychopathology; insecurity; withdrawal tendencies (psychology); psychological needs; Orthogenic School; University of Chicago

The nature, origin, and treatment of infantile autism are explored with a consideration of the child's world of encounter and case histories. The beginning of life, called the region of shadows, is mentioned; and the world of the newborn, body language, mutuality, autonomy, the autistic anlage, and the right side of time are examined for the beginning of the self. Disturbed children are considered as strangers to life and the development of emotional disturbance is discussed in terms of a reason to act, the extinction of feeling, extreme situations, and in spontaneous reaction. In particular, the dynamics of autism, including the dialectics of hope, the decline of the self, and the human craving for order are presented. Case histories are given of three autistic children treated at the Orthogenic School at the University of Chicago: Laurie and Marcia, two mute girls; and Joey, a talking, mechanical boy. In persistence of a myth, reported cases of wolf children are discussed in terms of autism. Finally, the writings of other scientists and the author's own beliefs on the etiology, treatment, and nature of infantile autism are considered. Thirty-three illustrations and a 193-item bibliography are included. (DF)

ABSTRACT 60

EC 002 930 ED 026 767
Publ. Date 68 166p.
Mallison, Ruth
Education as Therapy; Suggestions for Work with Neurologically Impaired Children.
EDRS not available
Special Child Publications, Seattle, Washington ($3.50).

Descriptors: exceptional child education; learning disabilities; educational therapy; educational diagnosis; neurologically handicapped; behavior; program development; home programs; preschool children; individualized instruction; play therapy; family (sociological unit); parent participation; interpersonal relationship; instructional materials; behavior change

Educational therapy and the procedures for use with neurologically impaired children are discussed. Areas considered are educational evaluation, including information from parents, the actual evaluation, and interpretation of the results; and program planning, including home training of the preschool child and ways in which the child's behavior may be influenced. A discussion of how and when academic work is to be introduced treats the following topics: adapting for a child with a communication disorder, reaching a withdrawn child, and influencing a child's feelings. The role of imaginative drawings and play in educational therapy are described. Related topics mentioned are carry over of therapy to life, implications for older children, interaction with siblings, parents' role in therapy, letter writing, termination of therapy, and definition of educational therapy. A list of 47 selected readings is included. (DF)

ABSTRACT 61

EC 003 202 ED 026 772
Publ. Date Oct 67 14p.
Luterman, David M.
A Parent-Centered Nursery Program for Preschool Deaf Children. Interim Report.
Emerson College, Boston, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-1-6-062069-1591
BR-6-2069

Descriptors: exceptional child research; aurally handicapped; parent education; preschool children; parent participation; hearing therapy; language development; deaf; group discussion; tutoring; behavior change; parent attitudes; speech instruction; staff orientation; evaluation needs; counseling instructional programs; Tracy Correspondence Course

To try to produce more capable deaf children through early parental education, eight families participated in a 2-semester program. Parents observed the children, age 18 months to 3 1/2 years, receiving language stimulation in free play in a nursery and observed individual therapy based on the Tracy Correspondence Course. Non-directive group meetings encouraged parents to find their own solutions to problems. Therapists met with parents to discuss the goals and techniques of therapy; parents administered therapy first to another child and then to their own. Lecture type and fathers only meetings were also held. Evaluation of program success based on staff observations indicated growth and change in all of the children and in many parents. Almost all children were lipreading, using speech meaningfully, and performing better in social and play situations. Parents seemed to be helped in resolving their intitial confusion, in getting the problem of having a deaf child into perspective, in recognizing that the child was primarily language handicapped, and in appreciating the job of the therapist. (RP)

ABSTRACT 62

EC 003 403 ED 026 782
Publ. Date 68 124p.
Getman, G. N. And Others
Developing Learning Readiness; A Visual-Motor-Tactile Skills Program. Teacher's Manual.
EDRS not available
McGraw-Hill Book Company, Webster Division, Manchester Road, Manchester, Missouri 63011.

Descriptors: exceptional child education; teaching methods; perceptual motor coordination; perception; eye hand coordination; eye movements; kinesthetic perception; visual discrimination; sensory training; visualization; memory; physical activities; motor development; learning readiness; space orientation; tactual perception; preschool children; elementary school students

A flexible program for preschool, primary grades, or remedial classes provides opportunities for the child to achieve readiness for learning through the development of visual, motor, and tactile skills. A cardboard doll is discussed which may be utilized by the teacher and children in a variety of gymnasium routines to increase knowledge of body movements. Activities are described to enhance balance using the walking beam; also described are routines for practice in eye hand coordination and eye movement. Instructions are given for exercises to improve form perception and visual memory. Space, material, and equipment needs are specified. (LE)

ABSTRACT 63

EC 001 371 ED N.A.
Publ. Date 67 16p.
Crawford, Grace
A Plan for Education: The Pre-School Years.
Aphasoid School, Birmingham, Alabama
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 125-40.

Descriptors: exceptional child education; learning disabilities; preschool children; perception; program planning; perceptually handicapped; case studies (education); student evaluation; preschool education; parent participation; scheduling; aphasia; sensory training

The development of a class for perceptually handicapped preschool children is described. In the fall of 1965, after a 3-week pilot class in May, four pupils from 3 1/2 to 5 1/2 years were admitted

to the program. Each was examined by a medical team and received psychological, neurological, psychiatric, pediatric, and speech and hearing evaluations. Information from the evaluations is given about each of the three who remained in the program, and the daily program is discussed. The progress of each child after five months is shown by followup evaluations and parent progress reports. Appendixes provide the daily schedule at the outset, a revised schedule, a body parts game, a list of materials used by the preschool class, and a beginning language outline. (DF)

ABSTRACT 64

EC 001 794 ED N.A.
Publ. Date Dec 67 6p.
Calvert, Donald R.; Baltzer, Susanna
Home Management in a Comprehensive Preschool Program for Hearing Impaired Children.
San Francisco Hearing And Speech Center, California, Preschool Program For Hearing Impaired Children
EDRS not available
Exceptional Children; V34 N4 P253-8 Dec 1967
Paper Presented At The 45th Annual International CEC Convention (St. Louis, Missouri, 1967).

Descriptors: exceptional child education; aurally handicapped; preschool children; family (sociological unit); home programs; home visits; professional services; family counseling

The San Francisco Hearing and Speech Center's preschool program for hearing impaired children is described. Approaches to home management used by the center are discussed, consisting of talks with parents, demonstrations, active participation in learning tasks by parents, a modified correspondence course, a lending toy bank, and home visits. Advantages of the home visit program include the fact that the home is the natural environment of the child and the mother, and the facts that coordination results from teacher-parent familiarity with the environmental situation and sounds in which each language is developed, contact extends to others in the home and community, and tiring trips to the center are avoided. The ability to test results of counseling, discover new techniques, and impart a sense of importance to parent effort are advantages to the center. The question of the frequency duration pattern of home visits for maximum efficiency is discussed and the program's solution given. The problems of a home visit program considered include lack of standards, obtaining personnel trained for home visits, and funding. (SN)

ABSTRACT 65

EC 001 943 ED N.A.
Publ. Date 65 175p.
Proceedings of the Cerebral Palsy Workshop (Ste. Adele, Quebec, September 1965).
Canadian Rehabilitation Council For The Disabled, Toronto, Ontario
EDRS not available
Canadian Rehabilitation Council For The Disabled, 263 McCaul Street, Toronto 2B, Ontario, Canada.

Descriptors: exceptional child services; physically handicapped; program planning; educational needs; cerebral palsy; medical treatment; physicians; self care skills; educational objectives; program evaluation; educational programs; vocational rehabilitation; preschool children; educable mentally handicapped; special programs; trainable mentally handicapped; mentally handicapped; multiply handicapped; social development; Canada

Conference papers discuss the cerebral palsied child and existing Canadian programs for him in order to develop basic guidelines for comprehensive services. Margaret Jones considers questions regarding medical treatment on cerebral palsy and the physician's role in the care of cerebral palsy; Barbara Allen discusses the social world of the cerebral palsied child; M. Sam Rabinovitch treats the education of such a child; and Martin E. McCavitt presents long term goals. Comments and bibliographies accompany each paper. Group reports outline problems and recommendations for Canada's cerebral palsy programs in the areas of the parent and family, the preschool child, the uneducable and educable school child, the multiply handicapped, the adolescent, and the adult. Findings of the workshop are summarized by a panel representing areas of medical and health services, education, and rehabilitation. (SB)

ABSTRACT 66

EC 002 277 ED N.A.
Publ. Date Mar 68 10p.
Huffman, Lois; McReynolds, Leija
Auditory Sequence Learning in Children.
Kansas University, Lawrence, Bureau Of Child Research
National Institute Of Child Health And Human Development, Washington, D. C.
EDRS not available
RG-HD-00870-04
Journal Of Speech And Hearing Research; V11 N1 P179-88 Mar 1968

Descriptors: exceptional child research; learning; performance; preschool children; patterned responses; programing; task performance; post testing; verbal stimuli; visual stimuli; training techniques; stimulus behavior; multisensory learning

To compare their effectiveness and efficiency, two procedures were used for training preschool children to make an appropriate three-sequence response to three visual items when a three-sequence verbal stimulus was presented. Eight preschool children with normal hearing (median age 4-8 years and median IQ 106.5) were evenly divided into two groups. Group 1 received the verbal and visual stimuli simultaneously, while Group 2 received the verbal stimulus only once preceding the presentation of the visual stimulus. Geometric shapes (star, ball, box) served as the visual stimuli and nonsense syllables as the verbal stimuli. Training was programed in three phases, starting with a single item (presentation of a geometric shape accompanied or preceded by a nonsense syllable), and gradually increasing to a three-item terminal behavior (three shapes and three syllables in sequence). Results indicated that all subjects in both groups learned the desired terminal behavior (made 86% or more correct responses on the posttest), but all the children in Group 1 reached criterion in half the number of trials required for any subject in Group 2 and took 86 minutes less to finish the program. (JB)

ABSTRACT 67

EC 002 927 ED N.A.
Publ. Date 67 39p.
Realistic Educational Planning for Children with Cerebral Palsy; Pre-School Level.
United Cerebral Palsy Associations, Inc., New York, New York
EDRS not available
United Cerebral Palsy Associations, Inc., 321 West 44th Street, New York, New York 10036 ($0.25).

Descriptors: exceptional child education; cerebral palsy; physically handicapped; teaching methods; language development; physical development; mental development; preschool children; infants; student evaluation; parent counseling; kindergarten children; adjustment (to environment); child development

The needs of the young cerebral palsied child in infancy, nursery school, and kindergarten are discussed. Aspects considered include educational classification and philosophy. Techniques are suggested for evaluating the child and for promoting physical and mental development, communication and language development, and emotional and social adjustment on each of the three levels discussed. (LE)

ABSTRACT 68

EC 000 799 ED N.A.
Publ. Date 66 18p.
Deno, Evelyn
Developmental Influences on the Emergence and Amelioration of Learning Disorders.
Minneapolis Public Schools, Minnesota
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
Chapter In Learning Disorders, Volume 2, Pages 117-35.

Descriptors: exceptional child education; child development; motivation; environmental influences; behavior change; perceptual motor coordination; emotional development, intellectual development; research reviews (publications); motor development; preschool children; early experience; individual development; childhood needs; family influence; socioeconomic influences; intelligence differences; learning characteristics; handicapped children

Intended to help educators in grouping and in providing learning experiences, this paper explores implications of child development research for the habilitation of exceptional children. The reciprocal relationship of the developing child and his environment (Life-Space Elements) is considered. The question of why a child acts introduces a discussion of studies on basic motivation, followed by a consideration of research on the reciprocal relationship and its implications for the child in motor development, developmental clues and social behavior (drive), emotional development, and intellectual development as IQ change. Five research-derived points on the learning and organization of behavior are summarized and 45 references given. (SN)

ABSTRACT 69

EC 001 282 ED N.A.
Publ. Date 67 12p.
Public School Education for Handicapped Children in Westchester County, New York.
New York Association For Brain Injured Children, Westchester
EDRS not available
From A Survey Conducted By The Westchester Chapter, New York Association For Brain Injured Children, December 1966-March 1967.

Descriptors: exceptional child education; handicapped children; cooperative programs; learning disabilities; minimally brain injured; emotionally disturbed; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; visually handicapped; blind; physically handicapped; orthopedically handicapped; cerebral palsy; psychologists; psychiatrists; speech therapists; remedial reading; preschool programs; vocational education; educational programs; Westchester County; New York

A mail survey was conducted in Westchester County, New York, from December 1966 through March 1967 in order to determine presently available programs and to provide recommendations to parents of handicapped children moving into or within the county on where they might best live to obtain appropriate special education. There was 100% return from the county's 46 school districts and two Boards of Cooperative Educational Services (BOCES). Tables provide the following information: total enrollment and total teachers; number of children and classes in the category of brain injured, emotionally disturbed, educable retarded, trainable retarded, blind, orthopedic/cerebral palsy, and other; number of children in BOCES and district space made available to BOCES; number of psychologists, psychiatrists, speech therapists, and remedial reading specialists; kindergarten, preschool, and vocational programs for the handicapped; number of handicapped exempted in 1965-66; and comments on special programs. An explanation is provided of the BOCES, which serve almost half of the handicapped children in the county; elements of adequate educational programs for brain injured and handicapped children are summarized; and names and telephone numbers of special education contact persons for all 48 districts are listed with their BOCES affiliation. (JD)

ABSTRACT 70

EC 082 627 ED N.A.
Publ. Date 15 Apr 68 272p.
Hess, Robert D., Ed.; Bear, Roberta Meyer, Ed.
Early Education; Current Theory, Research, and Action.
EDRS not available
ALDINE Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($6.95).

Descriptors: exceptional child education; child development; preschool children; environmental influences; cognitive processes; socialization; stimulus behavior; learning readiness; preschool programs; early childhood education; parent influence; culturally disadvantaged; research projects; language development; personality; enrichment; program evaluation; instructional technology

Seventeen rewritten and revised conference papers on early education consider early education as socialization, the effect of early stimulation in the emergence of cognitive processes, and the problem of timing in preschool education. The following are also discussed: conditions that facilitate or impede cognitive functioning and their implications for developmental theory and education; an early training project; time as a fourth dimension in early education; the theory of early childhood enrichment programs; maternal influences upon early learning; and Montessori approaches with culturally disadvantaged children. Additional topics include the reinforcement contingency in preschool and remedial education, implications of research in language development for preschool education, informal education during the first months of life, the Responsive Environments Project, early learning and personality, cognitive development in the preschool years, evaluation of preschool intervention programs, and major issues in early learning and preschool education. A bibliography cites 720 references. (DF)

ABSTRACT 71

EC 002 716 ED 021 381
Publ. Date 67 90p.
Communication Methods for the Hearing Impaired.
Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.;
World Federation Of The Deaf, Rome, Italy
EDRS mf,hc
Selected Papers From The Congress Of The World Federation Of The Deaf (5th, Warsaw, August 13-17, 1967).

Descriptors: exceptional child education; aurally handicapped; communication (thought transfer); language; teaching methods; deaf; cleft palate; speech; sign language; visible speech; preschool attitudes; thought processes; preschool children; children; conference reports; World Federation of the Deaf

Communication methods for the hearing impaired are discussed in 12 conference papers. Papers from the United States are Adjustment through Oralism by G. Fellendorf, Prospectus of Patterning (a method of teaching speech to deaf children) by M.S. Buckler, and Visual M[illegible]ring of Speech by the Deaf by W. P[illegible]ost. Papers from the U.S.S.R., Poland, and Czechoslovakia describe the Attitude of Deaf Pupils to Mastering Verbal Speech, Functional Signs as International Language of the Deaf, Development of the Speaking Ability and Some of the Thinking Functions in Deaf Children, Factors Influencing the Distinctness of the Acquired Speech of the Deaf, Investigation of Lip Reading in Deaf, Influence of Impediments in Hearing on Development of Speech in Children with Cleft Palate, Diagnostic Importance of Musical Factors of Speech in Deafness, Continuity in the Methods of Work with Speech both in the Kindergarten and at School as a Pledge of Successful Mastering of Speech by a Deaf Child, and A Contribution to Audiological Problems in Human Communication. (JD)

ABSTRACT 72

EC 002 718 ED 021 383
Publ. Date 67 40p.
Rehabilitation of Hearing.
Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.;
World Federation Of The Deaf, Rome, Italy
EDRS mf,hc
Selected Papers From The Congress Of The World Federation Of The Deaf (5th, Warsaw, August 13-17, 1967).

Descriptors: exceptional child education; aurally handicapped; medical treatment; rehabilitation; audition (physiology); deaf; children; preschool children; adults; auditory evaluation; hearing aids; hearing therapy; hearing conservation; conference reports; World Federation of the Deaf

Rehabilitation of hearing is considered in five conference papers. Two papers come from Poland: Rehabilitation of Hearing in Children Deaf in First 5 Years of Age by D. Borkowska-Gaertig and others and Possibilities of Hearing Improvement in Adults with Conservative Methods by T. Bystrzanowska. Also included are Re-Education and Demutization in Belgrade Specialistic Medical Centre by T. Ilitch of Yugoslavia, Ear Improving Operations on Children by W.A. Fedorowa of the U.S.S.R., and Modern Acoustical Rehabilitation of the Deaf by O. Bentzen of Denmark. (JD)

ABSTRACT 73

EC 002 719 ED 021 384
Publ. Date 67 47p.
Diagnosis of Hearing Loss.
Alexander Graham Bell Association For The Deaf, Inc.,V Washington, D. C.;
World Federation Of The Deaf, Rome, Italy

EDRS mf,hc
Selected Papers From The Congress Of The World Federation Of The Deaf (5th, Warsaw, August 13-17, 1967).

Descriptors: exceptional child education; aurally handicapped; identification; deaf; hard of hearing; infants; preschool children; children; etiology; auditory evaluation; audiometric tests; audition (physiology); hearing loss; research projects; conference reports; World Federation of the Deaf; Waardenburg Syndrome

Seven conference papers from the U.S.S.R., India, Poland, Czechoslovakia, and Yugoslavia consider the diagnosis of hearing loss. They are Examination of Hearing of Children, Aged from 2 to 5, by Means of Playing Audiometry by A.P. Kossacheva, A Study of the Etiology and Pattern of Deafness in a School for the Deaf in Madras, South India by Y.P. Kapur, Observations on Early Discovery of Deafness by A. Jasienska and B. Dwornicka, Diagnosing of Deafness in Czechoslovakia by F. Brohm, Selective Examination Methods of Hearing in Infants by L. Slbieszczanska-Radoszewska and D. Borkowska-Gaertig, Some Characteristics of Waardenburg Syndrome in Defective-Hearing and Normal Children by H. Siedlanowska-Brzosko, and Results of Audiological Examinations of the Deaf in Belgrade by M. Simonovic. (JD)

ABSTRACT 74

EC 002 975 ED 027 655
Publ. Date Jun 66 180p.
The New Jersey Comprehensive Plan to Combat Mental Retardation.
New Jersey Division Of Mental Retardation, Trenton, Interdepartmental Committee On Lifetime Disability
Public Health Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; state programs; mentally handicapped; day care programs; cooperative planning; research needs; clinical diagnosis; residential programs; educational programs; vocational rehabilitation; legislation; incidence; state agencies; personnel needs; prevention; preschool programs; counseling; welfare services; program costs; community programs; New Jersey

Recommendations to combat mental retardation in New Jersey are made in the following areas: coordination; research; prevention, detection, and treatment; clinical, social, recreation, and religious services; residential care; education; vocational rehabilitation; law; manpower and training; and public awareness. Additional information is given concerning the scope of the problem, including definition, measurement and classification, and prevalence. Services in 21 areas are described, as are state programs in the Departments of Institutions and Agencies, Health, Education, Labor and Industry, and State (the Division on Aging). Cost of program implementation, community programs, the State construction plan, and new project proposals are also treated. Nine charts, four appendixes, a bibliography, and information on making this report are provided. (JD)

ABSTRACT 75

EC 003 644 ED 027 677
Publ. Date 68 138p.
Leitman, Allan
Science for Deaf Children. The Lexinton School for the Deaf Education Series, Book V.
Lexington School For The Deaf, New York, New York, The Curriculum Committee
EDRS not available
The Alexander Graham Bell Association For The Deaf, Inc., The Volta Bureau, 1537 35th Street, N. W., Washington, D. C. 20007 ($4.25).

Descriptors: exceptional child education; aurally handicapped; sciences; teaching methods; curriculum; preschool curriculum; primary grades; intermediate grades; secondary grades; activities; instructional materials; science experiments; science projects; scientific concepts; independent study; biology; physical sciences; deaf

Intended for use by teachers and schools for the deaf, the booklet presents activities and units which may be used in planning and developing a science curriculum. A workshop classroom is described. Attention is given to teaching methods specifically applicable to the deaf. Suggested subject areas, materials, or activities for preschool programs are large muscle movement, the senses, and integrated use of the senses; for primary programs, plants, ice cubes, light and shadows, structures, balance boards and simple machines, the play frame, air and water, simple electrical circuits, and trips; and for intermediate programs, bones, animal husbandry, tadpoles, microecology, time, growing molds, community constructions, mealworms, and rocks (crystal growing and three dimensional models). Physical sciences delineated for the advanced program include astronomy, thermometry, geology, and a school weather station; biological sciences include the study of the microscopic world, incubation of chicken eggs, and anatomy, physiology, and zoology; and extracurricular clubs and ideas are a joint study club, classes in schools for students who hear, and sciences. Appendixes contain plans for equipment and illustrations of completed science projects. (SN)

ABSTRACT 76

EC 003 664 ED 027 678
Publ. Date Nov 68 18p.
A Summary of Selected Legislation Relating to the Handicapped, 1968.
Department Of Health, Education, And Welfare, Washington, D. C.
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20).

Descriptors: exceptional child services; legislation; education; public health; special services; vocational education; higher education; handicapped children; preschool education; health services; vocational rehabilitation; health facilities; building design; visually handicapped; geriatrics

Legislation affecting the handicapped enacted during the Second Session of the 90th Congress (1968) is presented along with tabular data on the legislative history of each law. Laws relating to education are the Vocational Education Amendments, Higher Education Amendments, Early Education Assistance, and To Increase the Size of the Board of Directors at Gallaudet College. Public health laws listed are Health Services and Facilities Amendments and Establishment of National Eye Institute. Vocational Rehabilitation Amendments, Elimination of Architectural Barriers to the Physically Handicapped, and the White House Conference on Aging are included under social and rehabilitation services. (RP)

ABSTRACT 77

EC 001 824 ED N.A.
Publ. Date Oct 67 19p.
Vernon, McCay
Meningitis and Deafness: The Problem, Its Physical, Audiological, Psychological, and Educational Manifestations in Deaf Children.
Michael Reese Hospital And Training Center, Chicago, Illinois, Psychosomatic And Psychiatric Research And Training Institute
EDRS not available
Laryngoscope; V77 N10 P1856-74 Oct 1967

Descriptors: exceptional child research; academic achievement; aurally handicapped; multiply handicapped; neurologically handicapped; sex differences; intelligence differences; preschool children; psychological evaluation; communication skills; adjustment (to environment); diseases; etiology; deaf; testing; meningitis

A study of the effects of meningitis on children who suffered hearing loss as a result of this disease involved 1,468 school age deaf children (8% postmeningitic). More boys than girls were in the postmeningitis group, and the prevalence of multiple handicaps among these children was 38%; aphasia, mental retardation, emotional disturbance, and spasticity were the most common secondary effects. Age at onset of the disease was found to be usually prelingual. The average performance scale IQ for the sample was 95, significantly below the mean IQ for the general population (p equals .05). Comparisons of educational achievement showed achievement of the postmeningitis group to be two-thirds that of the genetically deaf, one-half that of normally hearing children, and equal to that of children deaf due to Rh complicatons, prematurity, or maternal rubella. Level of skill in written language, the key variable for deaf children, was significantly below

that of the genetic deaf child (p equals .01). In emotional adjustment, teachers rated postmeningitic deaf children as well adjusted, but psychological evaluation indicated a 29.3% rate of serious maladjustment. Audiometric findings showed that relative to other deaf school-age youths, the postmeningitic have a profound hearing loss. (JB)

ABSTRACT 78

EC 002 910 ED 026 766
Publ. Date Apr 68 44p.
A Program for the Identification and Remediation of Perceptual Deficiencies in Kindergarten and Primary Grade Students. Interim Progress Report.
Union Township Board Of Education, New Jersey
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-703564-4312

Descriptors: exceptional child research; learning disabilities; perception; identification; teaching methods; perceptually handicapped; perceptual development; motor development; sensory training; perceptual motor coordination; kindergarten children; special programs; program planning; inservice teacher education; teacher workshops; psychomotor skills; screening tests; Title III

Designed as a perceptual enrichment program for all kindergarten children, the project also emphasizes intensive perceptual training for children manifesting deficiency in this area of development. Screening was done of 869 prekindergarten children; those scoring in the lowest 5% on any one or more of the subtests or falling in the lowest 10% of the total scores were given training 4 days a week in groups of six. Children not receiving intensive training were given instruction on the 5th day. Training was in deficit modalities concomitant with reinforcement of the stronger modalities and included warm-up, form perception, and gross motor exercises. A weekly workshop was held for the perception teachers and inservice training provided for all kindergarten and primary teachers. Videotaping was also done. Parent and teacher reaction was favorable. Preliminary planning is outlined, and projected plans for the full 3 years of the study are detailed. An appendix lists the instruments used for screening, and the program of a Title III workshop is included. (JD)

ABSTRACT 79

EC 003 660 ED 026 795
Publ. Date 68 162p.
Mulholland, Ann M.; Fellendorf, George W.
National Research Conference on Day Programs for Hearing Impaired Children (Lake Mohonk, New York, May 10-13, 1967). Final Report.
Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-1-7-002540-2006
BR-7-2540

Descriptors: exceptional child education; aurally handicapped; day programs; state programs; day schools; community programs; state legislation; educational needs; administration; school districts; supervisor qualifications; teacher supervision; identification; clinical diagnosis; admission criteria; cooperative planning; preschool children; incidence; demography; special classes

State needs in public school education for the hearing impaired and steps in the development of comprehensive state planning are presented along with recommendations of conference participants, a summary report, and models for regional planning, day programs, and the team approach. The interest of the Alexander Graham Bell Association and the U.S. Office of Education in day programs and the conference organization are explained. Following an introduction by Eleanor Vorce, topics discussed are the day care program in education by Ann M. Mulholland, organization and administration of a program at state and local levels by Charles W. Watson, demographic and economic criteria in establishing classes by James C. Chalfant, supervision at state and local levels by Hazel Bothwell, and supervision of classroom teachers by Evelyn M. Stahlem. Also included are Janet B. Hardy on early identification, Robert Frisina on diagnostic evaluation and placement, June Miller on admission criteria for day schools, and Mamie J. Jones on coordination of specialists in public school programs. Recommendations for research, a summary of group discussions, and conclusions are provided along with a preliminary conference report, conference program, list of participants, and a 21-item bibliography. (RP)

ABSTRACT 80

EC 003 663 ED 026 797
Publ. Date Jan 68 39p.
Goldman, Ronald
Using the Initial Teaching Alphabet to Improve Articulation. Final Report.
Vanderbilt University, Nashville, Tennessee
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-2-3252-0450-6011
BR-6-2417

Descriptors: exceptional child research; speech handicapped; speech therapy; auditory training; preschool children; research reviews (publications); visual discrimination; initial teaching alphabet; speech improvement; articulation (speech); auditory discrimination; visual stimuli; phonemics; instructional materials; parent participation; multisensory learning; auditory tests; phonetic analysis; phonetics

Twenty-four preschool children (aged 3-3 to 5-6) were studied to test the efficacy of newly developed phonemic-visual-oral materials in the correction of articulatory problems. All subjects were given an articulation test and a battery of five tests to measure auditory memory span and intelligence. Twelve children received 50 sessions of instruction, 1 hour long, using the new materials based on the Initial Teaching Alphabet and structured to cover auditory discrimination, sound sequencing, visual discrimination, phonemic synthesis and analysis, and rhyming. A control group of 12 was exposed to traditional articulation therapy procedure. The experimental group made significantly fewer errors in articulation after therapy than the control group based on the Goldman-Fristoe Filmstrip Articulation Test (p equals .05). No significant difference was found between groups in auditory memory skills and intelligence scores. Conclusions were that the experimental, visual-symbol approach has great potential in the modification of misarticulation. (RP)

ABSTRACT 81

EC 003 665 ED 026 798
Publ. Date Jan 68 147p.
Goldman, Ronald
Lessons for Speech Pathologists.
Vanderbilt University, Nashville, Tennessee
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-32-52-0450-6011
BR-6-2417

Descriptors: exceptional child education; instructional materials; speech handicapped; preschool children; speech therapy; visual stimuli; articulation (speech); auditory training; phonemics; phonetics; multisensory learning; kinesthetic perception; audiovisual aids; initial teaching alphabet; teaching methods; lesson plans; linguistics; story reading; auditory discrimination

Designed by speech pathologists for use with preschool children, 54 lessons utilize the Initial Teaching Alphabet (ITA). Beginning with the presentation of a single sound and its ITA symbol, lessons progress systematically through all the symbols; synthesis of the elements into syllables, words, sentences, stories, and general conversation is structured; and the program is graded in difficulty. Materials are provided with the lessons and instructions for the therapists include reference to visual, auditory, and kinesthetic perceptual discrimination. Lessons can be used for either group or individual therapy; each lesson contains activities and a story. Forty-four visual symbols relating to phonemic elements of speech composing the ITA facilitate a multisensory approach to remediation of articulatory disorders. (RP)

ABSTRACT 82

EC 003 666 ED 026 799
Publ. Date Jan 68 304p.
Goldman, Ronald And Others
Using the Initial Teaching Alphabet to Improve Articulation. Children's

Workbook and Index for Parents.
Vanderbilt University, Nashville, Tennessee
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-2-3252-0450-6011
BR-6-2417

Descriptors: exceptional child education; speech handicapped; family (sociological unit); instructional materials; preschool children; articulation (speech); initial teaching alphabet; teaching methods; parent participation; workbooks; multisensory learning; auditory discrimination; speech therapy; visual discrimination; phonemics; synthesis; auditory training; phonetic analysis

Designed to enable parents to help preschool, speech handicapped children enrolled in a program of speech correction by using materials based on the Initial Teaching Alphabet (ITA), these activities correlate with those used in therapy. A short period of time (15 to 20 minutes), a relaxed atmosphere, a regular schedule, and a quiet, non-distracting atmosphere are suggested for the activities. Pages of the child's manual are coded; the manual for parents replicates this material and provides an index to the code with instructions to be interpreted to the child. Ten activities focus on auditory discrimination, three on visual discrimination, 13 on sequencing, 20 on synthesis, 10 on analysis, and five on rhyming. (RP)

ABSTRACT 83

EC 001 043 ED N.A.
Publ. Date 64 229p.
Seagoe, May V.
Yesterday Was Tuesday, All Day and All Night; The Story of a Unique Education.
EDRS not available
Little, Brown And Company, 34 Beacon Street, Boston, Massachusetts 02106 ($5.00).

Descriptors: exceptional child education; mentally handicapped; child development; teaching methods; family (sociological unit); mongolism; biographies; self actualization; self expression; language ability; childhood; early childhood; adult development; young adults; institutionalized (persons); tutoring; fathers; family attitudes; family life; achievement; case studies (education)

The story of a mongoloid's life is presented (1916-63) as seen through his diary and through his teachers' accounts. The child's family, his first attempts at reading and writing in a formal education setting, and his travels are described. Entries from his diary and comments inserted by May Seagoe illustrate the effect of his father's death and treat a period of drifting after which he was placed in a large eastern private school for the mentally retarded. The diary ends in 1959, but letters show his reactions to residential placement over a 4-year period until his death at age 47 in 1963. In an epilogue, the author considers a number of questions related to mongolism. (DF)

ABSTRACT 84

EC 002 593 ED 022 294
Publ. Date 67 54p.
Hayes, Gordon M.; Griffing, Barry L.
A Proposed Plan for the Improvement of the Education of the Deaf and Severely Hard of Hearing in California.
California State Department Of Education, Sacramento, Bureau For Physically Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; state programs; program planning; administration; educational needs; vocational education; educational planning; deaf; hard of hearing; elementary grades; secondary grades; multiply handicapped; standards; student evaluation; placement; preschool programs

Recommendations are made for the improvement of the education of the deaf and severely hard of hearing in California. Minimum essentials for preschool, elementary, junior and senior high school programs are listed, including class size, criteria for admission, teacher-supervisor qualifications and ratio, curriculum, physical facilities, guidance programs, geographical location, extracurricular activities, and relationships to the state school for the deaf. Recommendations for deaf and hard of hearing in regular classes involve bases for assignments and withdrawals, teacher qualifications, supporting services, and areas and methods for statewide program evaluation. Recommended testing instruments are listed. Suggestions for the vocational/technical program include who should participate, at what age, program content, the role of state vocational rehabilitation services, and benefits of a post-high school training facility. Additional recommendations made concern curriculum, facilities, equipment, and materials for children with multiple handicaps; and admission, transfer, and dismissal mechanics (including recordkeeping). (JB)

ABSTRACT 85

EC 002 611 ED 022 296
Publ. Date Aug 66 126p.
Karnes, Merle B. And Others
Activities for Developing Psycholinguistic Skills with Preschool Culturally Disadvantaged Children.
Illinois University, Urbana, Institute For Research On Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; preschool children; communication (thought transfer); teaching methods; language; psycholinguistics; communication skills; information processing; learning activities; instructional materials; instructional aids; educational games; teaching guides

Intended as a guide, not as a curriculum, the manual presents activities designed to improve communication and information processing skills in culturally disadvantaged preschool children, as well as to ameliorate deficits. Generally following the Illinois Test of Psycholinguistic Abilities, except for a section on visual closure derived from Wepman, the manual is divided into 10 areas of communication processes: auditory decoding, visual decoding, auditory vocal association, visual-motor association, vocal encoding, motor encoding, auditory-vocal automatic, auditory-vocal sequential, visual-motor sequential, and visual closure. For each of the 10 areas activities are suggested, such as games, puzzles, drawings, musical adaptations, art projects, or dramatics. Explanations for use and diagrams are provided. Commercially manufactured items for each area are listed with source of supply. (JB)

ABSTRACT 86

EC 001 366 ED 016 338
Publ. Date 05 Mar 66 284p.
Mestrow, Louise
International Approach to Learning Disabilities of Children and Youth, International Conference of the Association for Children with Learning Disabilities, Inc., (Tulsa, Oklahoma, March 3-5, 1966).
The Association For Children With Learning Disabilities, Tulsa, Oklahoma
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 ($2.50).

Descriptors: exceptional child education; learning disabilities; vocational education; legislation; adjustment (to environment); screening tests; educational diagnosis; occupational therapists; medical treatment; behavior problems; adolescents; young adults; preschool programs; elementary education; elementary grades; individual needs; children; information processing; case studies (education)

Conference papers discuss the following topics: learning disabilities, a screening scale, diagnosis and remediation, etiology, and reading. Other topic areas include medication, the occupational therapist, the diagnostic teacher, plans for education for preschool and elementary years, the adolescent and young adult, vocational education, plan for living, therapeutic management, severe reading disability, information processing in children, a case study, legislation, and Easter Seals. A conference summary is included. (MY)

ABSTRACT 87

EC 001 940 ED 020 602
Publ. Date 19 May 67 37p.
Early Identification and Mitigation of Learning Problems, Annual Symposium (3rd, New Brunswick, New Jersey, May 19, 1967).
Rutgers, The State University, New Brunswick, New Jersey
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; identification; identification tests; educational theories; educational objectives; diagnostic teaching; educational testing; individual differences; immaturity; minimally brain injured; preschool children

Two speeches consider learning disabilities. In the first, a discussion of the early identification and management of neurophrenic children, Edgar A. Doll explains his concept of neurophrenia and the importance of early identification and discusses the use of the Vineland Social Maturity Scale and Pre-School and Attainment Record in clinical assessment. Guidelines for the growth and development of these children are outlined, a case study of a neurophrenic child is presented, and 20 references are listed. In a second speech on learning disorders and the preschool child, Sylvia O. Richardson discusses identifying characteristics and medical histories usually found among children with learning disabilities. Emphasis is placed upon early identification (at 5 years or younger) and appropriate educational methods recognizing individual differences. An unpublished study is reviewed in support of the theory that behavioral descriptions of immaturity are representative of objective measureable differences along various dimensions (physical, social, emotional). (RS)

ABSTRACT 88

EC 002 210 ED 001 901
Publ. Date Mar 65 37p.
Smilansk,, S.
An Experiment to Promote Cognitive Abilities, Impart Basic Information and Modify Attitudes Of Pre-School Culturally Disadvantaged Children, through the Development and Improvement of Their Sociodramatic Free Play.
American Orthopsychiatric Association, New York, New York
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; cognitive processes; preschool children; culturally disadvantaged; teaching methods; sociodrama; preschool education; preschool programs; kindergarten children; kindergarten; parent child relationship; child development; attention; attention control; attention span

Two main methods of approach in understanding the scholastic failure of culturally disadvantaged children were the use of such teaching methods as textbooks, workbooks, teachers' guidebooks, and other teaching aids suited to the special needs of these children, and the use of experiments on the kindergarten level aimed at finding ways to develop the necessary abilities and to impart the required information to these children in an effort to boost scholastic capabilities and minimize early school failure. This was called a planned program of development in the kindergarten. The basic problem in working with children from underpriviliged homes was the rapidity with which they shift from one line of thought to another, from one activity to another, and from one feeling to another. Thus ways and means that would help the child embody those scattered facts, experiences, and words into new, meaningful concepts were sought. Sociodramatic play was the best and most natural instrument for helping preschool children combine their scattered experiences, facts, and concepts. Sociodramatic play was a form of social play activity participated in by some preschool children. Results showed that the growth and development of a child from the middle higher sociocultural stratum differed in many respects from that of a child from the lower sociocultural stratum. The difference stemmed mainly from the quality of the interaction between parent and child; thus it was assumed that deprivation in this area could be recognized and partly overcome in the nursery and kindergarten. (RS)

ABSTRACT 89

EC 003 101 ED 002 797
Publ. Date 62 312p.
Fouracre, Maurice H. And Others
The Effects of a Preschool Program upon Young Educable Mentally Retarded Children: Volume 1, The Experimental Preschool Curriculum.
Columbia University, New York, New York, Teachers College
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6444 CRP-167-2

Descriptors: exceptional child research; mentally handicapped; preschool children; curriculum; program planning; mental retardation; educable mentally handicapped; child development; preschool programs; group experience; teaching methods; experimental curriculum; curriculum development; imagination; self help programs; physical development; manipulative materials; emotional development; social development; creative expression; New York City

A special education program was developed for preschool, educable mentally handicapped children in New York City. Developmental aspects of curricular programing included the following types of classroom activities: intellectual, creative and imaginative, social, emotional, manipulative, motor, and self help. The study had a cross-sectional, longitudinal overlap design: a new group was brought into the experimental situation each year for three regular school terms. The children manifested anticipated growth in attending to their assigned tasks. The setting and process of the developmental curriculum, the curriculum guide and its implementation, and the observed behavior and growth of the children are described. Further study is suggested for the situational variables of time, the action and its elements, and personal resources of both the child and the adult in the process of increasing attention span and improving work habits. (JH)

ABSTRACT 90

EC 500 007 ED N.A.
Publ. Date Feb 1969 2p.
Stedman, Donald J. And Others
A Comparison of Ratings by Mothers and Teachers on the Preschool Attainment Record of 17 Five Year Old Children.
Except Child; V35 N6 P488-9 Feb 1969

Descriptors: exceptional child research; disadvantaged youth; social maturity; preschool children; tests; mothers; teachers; testing; Preschool Attainment Record

ABSTRACT 91

EC 500 013 ED N.A.
Publ. Date Feb 1969 4p.
Solntseva, Lujdmila
The Upbringing of Blind Children in the Soviet Union.
New Outlook Blind; V63 N2 P42-4, 62 Feb 1969
Slightly Abbreviated Version Of The Soviet Journal, Special School (Spetsialnaia Shkola), Issue No. 2, Vol. 114, Pp. 23-6, 1965.

Descriptors: exceptional child education; visually handicapped; family (sociological unit); preschool children; child rearing; blind; visually handicapped orientation; self actualization; learning activities; Soviet Union

ABSTRACT 92

EC 500 042 ED N.A.
Publ. Date Feb 1969 7p.
Hodgson, William R.
Auditory Characteristics of Post-Rubella Impairment.
Volta Rev; V71 N2 P97-103 Feb 1969

Descriptors: exceptional child research; aurally handicapped; auditory evaluation; audiometric tests; preschool children; hearing aids; rubella; multiply handicapped; etiology; case records

ABSTRACT 93

EC 500 088 ED N.A.
Publ. Date Mar 1969 6p.
Stern, Virginia W.
Finger Paint on the Hearing Aid.
Volta Rev; V71 N3 P149-54 Mar 1969

Descriptors: exceptional child education; aurally handicapped; preschool children; regular class placement; deaf; nursery schools; adjustment (to environment); parent school relationship; peer groups; language development

ABSTRACT 94

EC 500 114 ED N.A.
Publ. Date Feb 69 5p.
Di Lorenzo, Louis T.; Brady, James J.
Use of the Peabody Picture Vocabulary Test with Preschool Children.
Train Sch Bull; V65 N4 P117-21 Feb 1969
Paper Presented At The 1967 Annual Convocation Of The Educational Research Association Of New York State, November 13, 1967.

Descriptors: exceptional child research; tests; preschool children; intelligence tests; disadvantaged youth; test validity;

test reliability; group norms; Peabody Picture Vocabulary Test; PPVT

ABSTRACT 95

EC 500 117 ED N.A.
Publ. Date Feb 69 5p.
Hutton, Jerry B.
Practice Effects on Intelligence and School Readiness Tests for Preschool Children.
Train Sch Bull; V65 N4 P130-4 Feb 1969

Descriptors: exceptional child research; preschool chidren; tests; disadvantaged youth; test results; student evaluation; testing problems; intelligence tests; Head Start

ABSTRACT 96

EC 500 131 ED N.A.
Publ. Date Mar 69 5p.
Erickson, Marilyn T.
MMPI Profiles of Parents of Young Retarded Children.
Amer J Ment Defic; V73 N5 P728-32 Mar 1969
Based On Paper Presented At 1967 Meeting Of The American Psychological Association.

Descriptors: exceptional child research; mentally handicapped; parent attitudes; personality tests; neurosis; emotional adjustment; stress variables; preschool children; Minnesota Multiphasic Personality Inventory; MMPI

ABSTRACT 97

EC 500 151 ED N.A.
Publ. Date Apr 69 4p.
Dybwad, Gunnar
The Importance of Prevention in Mental Retardation.
Ment Retard; V7 N2 P3-6 Apr 1969
Paper Presented At The Annual Meeting Of The American Association On Mental Deficiency (92nd, Boston, 1968).

Descriptors: exceptional child services; mentally handicapped; prevention; cooperative planning; health services; disadvantaged youth; preschool programs; educational needs; financial support

ABSTRACT 98

EC 500 162 ED N.A.
Publ. Date Apr 69 7p.
Koch, Richard And Others
The Child Development Traveling Clinic Project in Southern California.
Ment Retard; V7 N2 P46-52 Apr 1969
Paper Presented At The Annual Meeting Of The American Association On Mental Deficiency (92nd, Boston, 1968).

Descriptors: exceptional child services; mentally handicapped; itinerant clinics; preschool children; community services; clinical diagnosis; family involvement; etiology; professional education; California

ABSTRACT 99

EC 500 164 ED N.A.
Publ. Date Apr 69 10p.
McConnell, Freeman And Others
Language Development and Cultural Disadvantagement.
Except Child; V35 N8 P597-606 Apr 1969

Descriptors: exceptional child research; disadvantaged youth; language development; language handicapped; parent involvement; preschool children; sensory training; intellectual development; language instruction; verbal ability

ABSTRACT 100

EC 500 176 ED N.A.
Publ. Date Apr 69 5p.
Zach, Lillian; Kaufman, Judith
The Effect of Verbal Labelling on Visual Motor Performance.
J Learn Disab; V2 N4 P218-22 Apr 1969

Descriptors: exceptional child research; disadvantaged youth; mediation theory; perception; verbal ability; perceptual motor coordination; Negro students; kindergarten children; perception tests; Bender Visual Motor Gestalt Test

ABSTRACT 101

EC 500 181 ED N.A.
Publ. Date Apr 69 5p.
Schwartzberg, Joanne G.
A Young Deaf Child Learns Emotional Concepts from Stick Figures and Faces.
Volta Rev; V71 N4 P228-32 Apr 1969

Descriptors: exceptional child education; aurally handicapped; concept teaching; fundamental concepts; expressive language; audiovisual aids; illustrations; preschool children; deaf; emotional experience

ABSTRACT 102

EC 500 200 ED N.A.
Publ. Date Apr 69 7p.
Pedersen, Frank A.; Robson, Kenneth S.
Father Participation in Infancy.
Amer J Orthopsychiat; V39 N3 P466-72 Apr 1969
Paper Presented At The Annual Meeting Of The American Orthopsychiatric Association (Chicago, Illinois, 1968).

Descriptors: exceptional child research; early childhood; behavior; fathers; infants; parent role; parent attitudes; parent child relationship; sex differences

ABSTRACT 103

EC 500 218 ED N.A.
Publ. Date May 69 3p.
Goldman, Ronald; Fristoe, Macalyne
Another Approach to Evaluating Speech Sound Discrimination.
Except Child; V35 N9 P745-7 May 1969

Descriptors: exceptional child research; tests; auditory discrimination; pictorial stimuli; auditory evaluation; preschool children; primary grades

ABSTRACT 104

EC 500 320 ED N.A.
Publ. Date Mar 69 14p.
Menyuk, Paula; Anderson, Suzan
Children's Identification and Reproduction of /w/, /r/, and /l/.
J Speech Hearing Res; V12 N1 P39-52 Mar 1969

Descriptors: research; preschool children; articulation (speech); auditory discrimination; adults; consonants; aural stimuli; speech skills; age differences

ABSTRACT 105

EC 500 336 ED N.A.
Publ. Date May 69 7p.
Ross, Mark
Loop Auditory Training Systems for Preschool Hearing Impaired Children.
Volta Rev; V71 N5 P289-95 May 1969

Descriptors: exceptional child education; aurally handicapped; loop induction systems; preschool children; problems; electronic equipment; acoustics; acoustical environment; hearing aids

ABSTRACT 106

EC 500 353 ED N.A.
Publ. Date Jul 69 10p.
Braun, Samuel J. And Others
Teachers of Disturbed Preschool Children: An Analysis of Teaching Styles.
Amer J Orthopsychiat; V39 N4 P609-18 Jul 1969

Descriptors: exceptional child research; emotionally disturbed; teaching methods; preschool children; classroom observation techniques; teacher behavior; teacher attitudes; classroom communication; behavior rating scales

ABSTRACT 107

EC 500 366 ED N.A.
Publ. Date Jun 69 6p.
Hirst, Wilma E.
Sex as a Predictor Variable for Success in First Grade Reading Achievement.
J Learning Disabilities; V2 N6 P316-21 Jun 1969

Descriptors: exceptional child education; predictive ability (testing); sex differences; reading achievement; preschool children; reading readiness; learning readiness; tests

ABSTRACT 108

EC 500 373 ED N.A.
Publ. Date Sum 69 8p.
Slingerland, Beth H.
Early Identification of Preschool Children Who Might Fail.
Acad Therap Quart; V4 N4 P245-52 Sum 1969

Descriptors: exceptional child education; learning disabilities; identification; language handicaps; preschool children; reading

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